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The Week

THE battle in the west is shaping itself more and more on the Verdun model. From the North Sea to the confluence of the Oise and the Aisne the Germans, in the course of six weeks, have tested out virtually the entire line with the exception of the distance between Arras and La Bassée. In this line they found two weak spots and exploited them with great skill, in Picardy and in Flanders. Now it is fairly safe to say that, so far as this line is concerned, the period of sharp break-throughs is past. The offensive which began on Wednesday of last week is the shove and push of the later phases of Verdun. Villages are lost only after the most bitter struggle, and, as in the case of Villers-Bretonneux, are won back. The Allied retirement from Bailleul and Wytschaete is a retirement of furlongs. Kemmel Hill has taken on the aspect of Mort Homme, near the Meuse. The gruelling, murderous phase has set in. It is a Verdun on a greatly magnified scale—a front four times as big and combatant forces in proportion. Perhaps more than in proportion; for it is plain that not only will Germany's full effort be thrown into the battle, but news is beginning to come of the expected arrival of Austrians and Bulgarians. The struggle for positions is giving place to the bleeding-white phase.

IF we must be prepared to hear at any moment of an Allied withdrawal from Ypres, with all that this would mean to the British people, for whom Ypres has been a flaming symbol, it is well to remember that at least two weeks ago, in the opinion of competent observers and men who have fought around Ypres, the city should have fallen. Once more we must think of Verdun and of the results achieved by a rampart of human breasts against the seemingly irresistible. Ypres may go to-day or may hold out for months. Nor should excessive importance be attached to the capture of heights and so-called dominating positions by the enemy. In this war, where, as a French writer has pointed out, the normal gun-fire is indirect fire, where observation is chiefly by aeroplane and communication by wireless, terrain is of secondary importance. Allied experience at Messines Ridge last year and at Vimy has shown that "dominating" heights may be seized and one's progress nevertheless checked by a determined enemy. We see the same fact working itself out on the plains before Amiens. All through the war human valor has held lowlands against hills, and submerged trenches against the most comfortable of concrete trench systems. Upon Foch's men hangs the issue of the battle.

SHOULD a retirement from the Ypres salient become inevitable, the new front of defence indicated for the Allies is the straight line from Dixmude to Poperinghe—the latter some five miles west of Ypres—and down to the present positions on the edge of the Nieppe forest east of Hazebrouck. To hasten such a move is undoubtedly the purpose of the renewed German attacks reported on Monday against the front from Voormezeele to Bailleul in a northwest direction towards Poperinghe. It is true that since the second week of the offensive we have no reason to fear a collapse like that of the British line south of St. Quentin, with the danger of large forces in the Ypres salient being cut off. But a retreat, though slow, may nevertheless be forced. The surrender of Poelcapelle Ridge two weeks ago has been followed by a further retirement to within two miles of Ypres. It is a withdrawal keeping pace with the progress of the enemy on the southern front of Ypres. But the severe check administered to the German attempt of last Monday for a break-through between Ypres and Bailleul teaches us how unsafe it is to speak of the "inevitable" in a contest where victory is largely a question of paying the price. To keep Ypres the Allies have plainly determined to pay the price.

PREPARED as we must be for all eventualities, it is as yet difficult to understand the bad case of nerves revealed by one or two London newspapers which speak of the abandonment of Dunkirk and Calais. The rate of German advance has not been such as to make that eventuality a question of next week or several weeks to come. The battle of Armentières began on April 9. In eighteen days the Germans had advanced twelve miles at the deepest point of penetration towards Bailleul, and even the abandonment of Ypres and a retirement to Poperinghe would mean something less than that many miles further north. Beyond a certain point a salient cannot be driven; the whole line must be brought into conformity, so that the problem for the enemy is not only to drive westward, but also to drive north and south. The only excuse for speaking of the loss of the Channel ports at the present moment would be apprehension of a complete break of the line, permitting a German rush, but that is disposed of by the nature of the resistance the enemy has encountered after the first momentum is spent. In the meanwhile we must assume that not only men, but guns, are being packed into the Allied zone covering the Channel ports. It was only the other day that Winston Churchill announced that the loss of heavy guns and machine guns in Picardy had been made up.

VIRTUALLY the last shred of secrecy about Allied shipping losses disappears with the substitution by the British Admiralty of a monthly statement of tonnage sunk for the weekly statement of vessels lost. We can chart the loss with monthly exactness instead of correcting our weekly estimates of the ratio between vessels and tonnage by the quarterly statements previously promised. The showing for the first three months of 1918 is encouraging. The British tonnage lost by enemy action and marine risk, 687,576, is almost a hundred thousand less than the tonnage lost in the last quarter of 1917; the world tonnage lost, 1,123,510, is practically 150,000 tons less. The rate of British loss in 1917 was roughly 330,000 gross tons monthly, and it has now fallen below 230,000 tons. Sir Eric Geddes stated a month ago that Great Britain could, by earnest effort, build 1,800,000 tons in 1918, and eventually at the rate of 3,000,000 annually, so that a continued decrease in

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the submarines' achievement in British waters and an increase in British output should soon bring sinkings and launchings to the point of balance.

THE budget, submitted to Parliament by the Chancellor of the Exchequer last week, announces new or increased taxation which, translated into dollar values at the conventional rate, will amount to $339,000,000. Just what this means may best be judged by comparison with previous years. In the British fiscal year ending March 31, 1914, the last before the outbreak of war, Great Britain's revenue was $991,200,000. It was increased to $1,133,400,000 in the ensuing fiscal year, to $1,683,800,000 in the fiscal year 1916, to $2,867,100,000 in 1917, and to $3,536,100,000 for the twelvemonth ending with March of the present year. Mr. Bonar Law now estimates $4,210,200,000 for the revenue of the next twelve months. In other words, the annual revenue will have been increased $3,219,000,000, as compared with the last full year of peace. Interest on the war debt during the past fiscal year called for $850,000,000; it will be considerably larger this coming twelvemonth; but the increased war revenue provides, as may be seen, a large surplus over interest, sinking fund, and pensions.

A GOOD many things, at the present moment, are of more palpitating interest than the reform of the British House of Lords as outlined in a report by a commission under the presidency of Viscount Bryce. But it has a certain psychological value. When Hannibal was thundering at the gates of Rome the Senate met and sold at auction the real estate upon which the Carthaginians were encamped. To read, at this moment of Amiens and Flanders, about proposals for the dividing of the House of Lords into two sections, 81 members this way and 246 that, and of standing committees, and of bishops and lay members and all that sort of thing, plainly implies that a good many people still expect that after the war there will be a British Empire and a House of Lords and a state of mind interested in such questions. The Bryce proposals are thoroughly British in their adherence to compromise. The House of Lords is to be definitely deprived of equal power with the Commons, and the monopoly of the peers is to be broken by the introduction of a majority selected by a complicated system of standing committees and coöption. This is not so far from the Labor demand for the total abolition of the House of Lords, but it travels along the time-honored road from precedent to precedent.

GOVERNMENT control of private business, not only in Germany, but in England, appears as more than a possibility on return of peace. Plans for gigantic combinations of industry in Great Britain have been proposed; regulation of imports and exports for three years after the close of the war is contemplated; people who chartered merchant ships for use after the war have been warned by the Ministry of Shipping that "they can have no assurance that national requirements will admit" the use of these vessels by the charterers. In Germany, the formation of syndicates, the limitation of private use of cargo space, the "rationing" of raw materials by the Government, are measures which will probably be attempted. Whether American enterprise and the natural advantages we enjoy will be sufficient to offset such concentrated power in commerce, is matter for serious debate.

IT is plain from latest reports that Germany has not had an easy time reconciling Poles and Jews in the newly constituted Polish kingdom. The Polish-Jewish is not unlike the Irish-Ulster problem, except in so far as it is more difficult. The Imperial Government started out, evidently, by assuring the Jews a cultural and communal life of their own inside of the new kingdom, which meant, naturally, that in practically every part of the country there would continue to exist alien, non-Polish communities, little Ulsters, duly authorized by law. The Poles, haunted by a fear that their national unity and safety will be endangered by such a situation, and actuated as well by long-standing chauvinistic anti-Semitism, due to economic, racial, and religious causes, have made vigorous protest. Germany's rulers find themselves faced with a serious dilemma. Eager to conciliate Jewish opinion and to preserve an element of discord within Poland herself for future use, they nevertheless are faced with their own declaration that Poland would be allowed to determine her own future. They will, no doubt, end by earning the hatred of both parties.

AN obscure clause in the Russian-German peace treaty is that concerning the exchange of prisoners. Recent dispatches seem to indicate a certain unwillingness on Germany's part to let her 2,000,000 Slav captives go back home. It is said that the German people dread losing this tremendous supply of docile and experienced farm workers. The Russian prisoners are largely peasants, and have probably been taking the place of the farmers sent to the trenches. In other fields of industry the Russians have not been of such great service. But their help in food production has contributed much towards keeping Germany from starvation. Return of these prisoners to their homes might go far towards offsetting any gain from food stores in the Ukraine and southern Russia. And repatriation of the hundreds of thousands of Austrian prisoners in Russia, even if possible, would not greatly help matters in Germany.

WHILE the critics of the Department of Justice have been receiving plenty of space on the first pages of our dailies, the Department's defence of itself of last week was inconspicuously hidden in the inside of their issues. The Department shows that it has already sent to prison no less than *three thousand nine hundred men and women* in twelve months' time for seditious acts or for opposition to the draft. This is surely a larger number for the period of time involved than in any other war in our history, and it ought to silence those who complain that the Department is doing nothing, particularly when it is recalled that thousands more have been arrested and tried, or after scrutiny interned or set free. Literally thousands of complaints pour in upon the Department, not only from defence leagues, but from persons actuated by spite or jealousy, and these are all carefully investigated and disposed of. Many innocent people are for a time involved, and in many cases to us the Department seems to be going too far. But to assert that it has so failed as to necessitate the practical declaring of martial law is absurd. The President has said the last word upon that, and all citizens who are not hysterical will side with him and the Attorney-General, whose drastic action in dismissing his first assistant for what is called disloyalty to his superior has been apparently also upheld by Mr. Wilson.

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MR. HUGHES had some admirable things to say in his speech to the newspaper publishers last week. Premising full support of the President, and abhorrence of every form of disloyalty, he defended not only the right but the duty and usefulness of honest criticism. He justly declared that there could be no safety for a country placed in the hands of an Executive entirely shut away from plain speakers of the truth. A President can learn nothing from his adulators; he can learn a great deal to his advantage from his critics. It is obvious that President Wilson has profited, as the nation has profited, by the demand that the truth be laid bare about our military preparations and about the work of his subordinates. Secretary Daniels, who, as an ex-editor, smilingly admitted that he had been forced to take a large amount of the medicine which he himself used to administer to men in office, frankly acknowledged the great value of honest criticism in the American press during the past twelvemonth. Both he and Mr. Hughes made the proper distinction between partisan or malicious attack and legitimate exposure of shortcomings. But the rule of seeking and declaring the truth, and acting on the assumption that the country is entitled to know all the facts (except, of course, military information that ought to be kept secret), is a rule, Mr. Hughes asserted, even more imperative in times of war than in days of peace.

IN the light of such considerations it is hard to believe that Congress will pass the amended section 4 of the Espionage act in the form in which it has come back from conference. This section gives the Postmaster-General power, "upon evidence satisfactory to him that any person or concern is using the mails in violation of any of the provisions of this act," to instruct the addressee's postmaster to mark his mail, "Mail to this address undeliverable under Espionage act," and return it to the sender. The Postmaster-General is thus granted without appeal the power of life and death over practically every newspaper and business concern in the country. This would be un-American enough if the recent administration of the post-office censorship had been marked by liberality and evidence of ability to understand the difference between honest, well-intentioned criticism and wilful obstruction. But when we reflect that even a periodical of such sterling loyalty as the *Public* has had one number suppressed, we cannot understand the apparent willingness of Congress to turn over to the Postmaster-General such arbitrary and irresponsible authority. By all means let us enable the Executive to deal effectively with sedition, but let us not clothe narrow-minded bureaucrats in minor positions in the Post Office Department with absolute power to determine whether any person or newspaper in the United States may even receive a piece of mail. The President's letter on the Court-Martial bill showed well enough what he thought of hysterical legislation.

THAT sapient and hospitable-minded statesman, Senator Sherman, has put the country under a debt of gratitude by exposing the "bunch of economic fakers, howling dervishes, firebrands, and pestilent fiends of sedition," with whom our well-intentioned but apparently somewhat weak-minded President has surrounded himself. For ourselves, we had always thought President Wilson a man of not a little discrimination, but now we know better. Senator Sherman is the man who makes really fine distinctions. Secretary Wilson, it appears, is a "State Socialist," Secretary Baker a "half-pacifist, half-Socialist," and Assistant Secretary Post just a plain—"Socialist." At this last bit of knowledge we can almost see Henry George uneasily stir in his grave. Our personal debt to the Illinois Senator, however, is greatest in the case of Secretary Burleson. Along with many of our fellow-citizens, we had cherished unjust suspicions that that official was not wholly modern in all his social views; we had at times even had difficulty in reconciling all his ideas and practices with the admirable social progressiveness of President Wilson. Fortunately all our suspicions are now set at rest. The Senator from Illinois indicates Mr. Burleson's adhesion to the same brand of economic heterodoxy that taints the Secretary of Labor. And without knowing too much about that wicked doctrine, we are sure that no "State Socialist" could ever hold reactionary views. *Ergo*, Mr. Burleson must be a progressive.

BUT what was the Illinois Senator really driving at? Of course, he never dreamed of making a partisan attack on the President. Nobody does in war time. Probably it did not even occur to Mr. Sherman that the President and his advisers were Democrats. Doubtless he never thought, either, of the fact that the President has put forward a programme of economic reforms and readjustments which Mr. Sherman and his kind hate as the devil hates holy water. Perhaps, after all, Mr. Sherman is more important as a symptom than as a personality. Can it be that President Wilson, in order to put through his domestic programme, is going to have to fight the economic and political reactionaries at home just as bitterly as he is obliged to fight the imperialists all over the world in order even to get a hearing for his international programme? Is it possible that the forces of greed and privilege are already consolidating their positions against the further onslaught of the President's forces? If so, it is going to be a pretty fight, and we know on which side the genuine liberals of the country will be found. It will not be Senator Sherman's side.

CHINA'S new Parliament, to convene on June 10, will consist of two houses, the upper consisting of 168 members, most of them chosen by the provincial electoral colleges, the lower containing 401 members, one for every million of population. The Peking *Daily News* points out the more manageable size of the new Parliament, as compared with its ill-fated predecessors, and its more conservative character, resulting from a change in the basis of the franchise. In the opinion of the *News*, no considerable number of "truculent" members is to be expected, and it regards increased conservatism as a distinct gain. From the standpoint of the student of political science, too rapid progress by the Chinese in the practice of democratic government is not to be expected; yet it is striking to observe the devotion of that people to the idea of a republic, once the idea was implanted. Every friend of the East will wish for the new Legislature the largest measure of wisdom and self-forgetting patriotism in fronting its difficult tasks. And from this country, at least, China has the right to expect a sympathetic appreciation of her difficulties and a readiness to lend practical coöperation by every means in our power. Our historic friendship and our traditional faith in democracy ought to guarantee that.

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The President's Powers

THERE appears to be a widespread misconception of the statutory restrictions supposed to be hampering the President in his plans for reorganization of the Administration. Therefore the real reason why the Overman bill should be enacted is not clear to most minds. The situation needs to be better understood.

If one glanced through the various appropriation acts in which the detailed organization of government is laid down, he might easily jump to the erroneous conclusion that Congress in enacting these appropriation provisions "prescribes" the Administration organization and saddles it upon an unwilling and helpless administrative head. In point of plain fact, much of the detailed prescription found in the statutes is a mere routine enactment of estimates submitted by several department, bureau, and division heads; it represents simply the crystallization in statute form of organization plans developed by those administrators for the ensuing fiscal year.

A superficial examination of the appropriation acts might give the impression also that those statutes definitely provided for the major portion of the personnel of the Government—their number, salaries, and disposition. Nothing could be wider of the mark. In general, only the "overhead" personnel of the Washington offices of the several bureaus and offices is thus determined. Almost without exception the field establishments of the several services, and in not a few cases a large part of their Washington establishments, are provided for by "lump sum" appropriations, specifying merely the purpose for which appropriation is made and imposing no limitation whatever upon the organization of the forces. Exact data as to the proportion in amount between the itemized and lump-sum appropriations have never to our knowledge been compiled, but certainly not more than ten per cent. of the current civilian pay-roll is covered by detailed prescription of organization. The power of the President to prescribe organization, and in most cases compensation, over the greater portion of the administrative services, is subject to little if any more statutory restriction than would be that of the president of a large corporation.

Particularly should it be noted that the President's control over the organization of some of the most important war agencies is absolute. The War Industries Board, the War Trade Board, the Food and the Fuel Administration—all are Mr. Wilson's own creation, with never a word of limitation or direction from Congress. In the War Department, assuming the division into the nine great bureaus to be sound—and Mr. Baker has been vigorous in his opposition to the only change that could possibly be suggested, the consolidation of two or more of the supply bureaus—the internal organization of those bureaus is entirely in the Secretary's hands.

No doubt most of even the limited amount of detailed statutory prescription which does exist is thoroughly unnecessary and at times vicious. But much of the declamation against it suddenly loses its persuasiveness when confronted with the fact that it has for twenty years been the law that "each head of a department may from time to time alter the distribution among the various bureaus and offices of his department, of the clerks and other employees allowed by law, as he may find it necessary and proper to do"—an exception being made only of those few employees who are required by law to be engaged upon some specific work. In the light of this provision, most of the statutory restrictions on the detailed organization of the administrative services become in effect merely a schedule of maximum compensation rates covering a limited number of positions at Washington.

Antecedent to these restrictions in the appropriation acts, however, are found the provisions of permanent law, which control the division of the several departments into bureaus and services. Almost all the principal bureaus and services of the ten executive departments rest upon a positive provision of law, and no express power resides in the President either to abolish them, to create new ones, or to transfer them from one department to another; nor can appropriations made to one bureau or service be expended by another. While none of these powers are expressly vested in the President, Congress has conferred upon him a blanket authority whose possibilities he has never explored, and which it is quite conceivable he would if he tried find adequate to almost any plan of reorganization he may have in mind.

Over a year ago it was provided that the Bureau of Efficiency should "investigate duplication of service in the various executive departments and establishments of the Government, including bureaus and divisions, and make a report to the President," and the President was authorized, "after such reports shall have been made to him, wherever he finds such duplications to exist to abolish the same." This unprecedented power the President has allowed to lie wholly idle. True, under the statute, he cannot act until the Bureau of Efficiency has reported to him; but is Congress or the President to blame for the diversion of almost the whole of the funds and personnel of the bureau to the development of routine office procedure in the Bureau of War Risk Insurance? Whether the power to "abolish duplications of service" would properly include a consolidation of the personnel and appropriations of two bureaus or divisions whose work overlapped is a question more interesting than practical. If Mr. Wilson had taken hold of this power and exercised it in a vigorous way, it is probable that neither Congress nor public opinion would have offered the slightest obstacle.

In all this no account has been taken of the administrative power which the President possesses wholly outside the statutes—his inherent power as Chief Executive, to whom all heads of departments must yield obedience. By virtue of this inherent authority, he is able, by informal means, to effect working arrangements and major changes in the actual organization of the Government entirely without statutory warrant. His appointment of Mr. Ryan as chief of airplane production is but the most recent instance of this. There have been many instances before, and there will be many in the future, whether the Overman bill passes or not.

What, then, is the occasion for that measure? The chief trouble with the existing statutes is that a rather close inspection is required to gather from them an appreciation of the control of the administrative machinery which Mr. Wilson already possesses. The Overman bill would dramatize the President's powers so effectively that no one could question them. Authority and responsibility need to be definitely and clearly located and the Overman bill would make it plain where they do actually rest.

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REED COLLEGE

King Alcohol Keeps Cool

LESS than six months have elapsed since Congress submitted the Federal prohibition amendment to the States. Within that time, a fourth of the whole number whose consent is necessary to its adoption have ratified it. It is evident that we are in the midst of a great battle, perhaps the decisive battle, over the question. Newspapers and magazines recognize the critical nature of the situation by giving liberal space to news and arguments about prohibition. The Governor of the greatest State in the Union makes it a leading issue of the legislative session. Everywhere people are discussing the chances of success for the offensive thus undertaken against liquor. But how is it within the fortifications assailed? Unstrung nerves, blanched cheeks, trembling voices, furtive looks, panic—are not these what one who could make his way inside would expect to find?

Judge of the surprise of the visitor when he discovers no such condition. King Alcohol seems not apprehensive of danger. Yet to him have just been delivered the "Year-Book of the United States Brewers' Association" for 1917 and the "Anti-Prohibition Manual" for 1918. Would not older editions be pleasanter? But open the "Manual":

WASHINGTON A DISTILLER

George Washington, concerning whom Lincoln spoke with so much eloquence, was the owner of a distillery. In his will, at Mt. Vernon, July 9, 1799, he bequeathed to his wife, "All my household and kitchen furniture of every sort and kind with the LIQUOR and groceries which may be on hand." To Mr. and Mrs. Lawrence Lewis he gave his "mill, DISTILLERY, and all other houses and improvements on the premises."

Anything here to trouble a tranquil mind? Turn the pages:

GALLIVAN SAID SOMETHING

Embedded in that mighty mountain of words, the *Congressional Record*, is a true epigram. It is found on page 5103 and is accredited to Mr. Gallivan, of Boston, who said: "Mr. Speaker, rum has more enemies in public and more friends in private than any other substance the world has ever known."

Drop the "Manual" and take up the "Year-Book." Opening it at random, you come upon this passage:

Physicians have always found alcohol a valuable, aye, an indispensable, remedy. There is hardly a human organism which is not favorably influenced; mainly the aged, feeble, fat, and convalescent feel its benefactions.

Is there anything in these words to alarm King Alcohol?

But surely the monarch's friends are not blind to what is going on, nor is it kindness to conceal from him the present untoward developments. Well, the "Year-Book" and the "Manual" do not ignore losses, only the bulk of their matter might have been presented just as well any time these hundred years. It is as if one looked out from his ivory tower at the advancing enemy, and then moved his chair away from the window and gave himself up to contemplation of more agreeable things. All the familiar arguments but one are here: the economic argument, the political argument, the physiological argument, the criminological argument, the argument from history. Only the argument from the Bible is wanting. One seeks in vain for the time-honored reference to Paul's advice to Timothy.

Still, there is much left. Perhaps nothing in either of the arsenals of logic and persuasion before us is more impressive in its way than "The History of Alcohol: Nations Drank It and Became Great—Still Hold Their Supremacy." It begins:

(1.) In the northern hemisphere alcohol was discovered and used as a beverage for ages, while its use was wholly unknown in the southern hemisphere. Civilization rose only in the northern hemisphere and not in the southern.

(2.) Those parts of the northern hemisphere first attained civilization where alcohol was first used. In those parts of the northern hemisphere where alcohol was for ages unknown, civilization was likewise unknown.

(3.) In the Book of Genesis mankind is described as engulfed in wickedness before the discovery of alcohol. It improves after Noah "began to be an husbandman and planted a vineyard."

(4.) The intellectual superiority of the wine-drinking Greeks. . . .

(5.) . . . The Romans loved and drank wine.

(6.) From the earliest times to the Roman conquest northern Gaul and the valley of the Rhine was "dry" and uncivilized. From the Roman conquest to the fifth century A. D. it had alcoholic temptation and civilization.

It is easy enough to understand how King Alcohol, with such flattering literature as this around him, should have no fear of the future. But what is the explanation of the not altogether unsuccessful "drive" against him? Our theory is that people reason that there must be something wrong with an institution for which there is so much to be said.

Science in the Universities

THE shrinkage of revenues caused by the war presents difficult problems to university financiers. The great decline in the number of men students has cut sharply into tuition receipts and compelled the universities to effect drastic economies. Doubtless the overhauling of academic machinery thus occasioned will not be wholly without good results; for our higher educational institutions, by their very nature, are perhaps specially liable to the dry rot that is likely to overtake organizations not compelled to produce commercial results. A thorough-going reëxamination of the work of the universities, with a view to making the most of limited resources, may well result, if properly conducted, in important improvements in organization.

There are real and serious dangers in the process, however, and one of the most subtle connects itself with the question of university government discussed by Professor Boas on another page. The determination of retrenchment policies is largely in the hands of boards of trustees and administrative officials, who almost inevitably look at the question from the standpoint of financial results and the external prosperity of the institution under their charge, rather than from that of the interests of science as such. An effort is made to trim down those departments which are least attractive to students or which produce least showy results in the way of publication or other means of attracting favorable public notice.

It is just here that the danger of the present situation comes in. The demand for immediate serviceableness is clamant and imperative. The Government is laying its hand on university men by the score and the hundred, taking them from their accustomed tasks and putting them into forms of work required by the national exigency. This state of affairs lays great stress on certain branches of study, and at the same time leads to a comparative neglect of others. For example, chemistry and the applied sciences

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at the present are receiving, necessarily, a wholly unwonted degree of attention, and expert students in these departments are in great demand. University administrators are quick to respond to such demands, for the rewards to the university, in the way of popularity and reputation, are no less than the opportunities for patriotic service. At the same time, the administrator under such conditions is too likely to neglect those branches of learning whose utility is less immediate and apparent. Thus the scientist and the scholar must justify themselves to the administrator by demonstrating their immediate usefulness, and the true scheme of scientific values may easily be turned upside down by a peculiar and temporary demand.

A brief investigation will serve to convince any one that something of this sort is actually happening at the present time. The universities, in too many cases, faced by the necessity for retrenchment, are cutting off the younger men or the men whose subjects attract few students, quite irrespective of the ultimate results as they affect the development of science. The consequence is likely to be disastrous. Even before the war, scientific research, in seeking to attract men, had to compete with the disproportionate money returns offered by business. To this is now superadded the enormous attraction of the patriotic motive, which draws men into a comparatively few lines of scientific activity. Unless the universities and other scientific institutions face the situation squarely, instead of yielding weakly to the immediate demands of the present moment, this situation will follow: the younger men who have entered upon a science like linguistics, for example, or the more remote branches of natural science, will find the doors closed in their faces and will have to turn to other branches of work for which they are by inclination and training less fitted. The effect of this sort of discouragement will not be felt in a year, but in a decade we may discover to our sorrow that our universities and research institutions are crippled by the lack of young men of the temper and capacity required for the highest type of scientific investigation.

What, then, is the remedy? The evil cannot be wholly overcome; it is one of the costs of war that we must be prepared to pay, but at least we can mitigate the seriousness of the danger. Let the university authorities, in laying their plans for meeting the present crisis, consult not only the business managers and the administrative officials of their institutions, but the great men of science in their faculties—the men of genuine scholarship and broad vision. Let the advice of these men be taken as to how economies may be effected with least injury to scientific research.

When the situation has been fully canvassed in the light of the knowledge and judgment of these men, when it has been determined how far economies can be effected without seriously injuring the work of the universities, then let a frank statement be laid before the public, and let a courageous appeal be made for funds. If the alumni and friends of these institutions cannot furnish the amount required to tide them over this difficult period of our national life, then the universities might even be justified in appealing to the States for aid. The tasks of science are vitally important to the happiness and well-being of the whole world, crippled and beggared as it is going to be by the war. We cannot afford, for lack of a few million dollars or a little intelligent forethought, to lose a whole generation of scientific research, which may well happen if we do not promptly and vigorously set to work on this problem.

College War Service

THE colleges throughout the country are giving special courses to meet war needs. In our correspondence columns Dean Patterson, of the University of Louisville, outlines a plan, submitted by him in full to the Kentucky Educational Association at its meeting last week, for integrating the work of the colleges with the war needs of the Government. Professor Patterson would have the Commissioner of Education, by means of a questionnaire, determine just what the colleges can do during the next two years in graduating students prepared to render immediate service to the Government. He would have the Government exempt from draft during the period of training students taking such approved courses, and would have the colleges give credit towards their degrees for such special work as may be needed to meet Government requirements. The Government might then make special demands on the colleges to furnish this training, possibly subsidizing the institutions.

Such a plan would render immediately available to the Government the whole new supply of college-trained men and women, and would make for better utilization of the special capacities of the colleges. They could direct their work more intelligently to meet Government needs, at a time when they are all anxious to help to the limit of their power. Moreover, a somewhat better organization of intercollegiate relations might result, and a promotion of that distinctiveness so much to be desired in our college development. The plan is not without its immediate and obvious dangers, but its advantages are such as to entitle it to prompt and careful consideration. Whatever is done ought to be done without delay.

In carrying out this or any other related plan, the colleges must not allow themselves to be swept off their feet by the present exigency. The demand for immediate service is strongly and properly felt everywhere—nowhere more strongly than in the colleges. It is creditable to the patriotism of college faculties that they are striving earnestly to meet this demand. But it is no less important for them to remember that this is by no means their whole duty. Indeed, if the colleges come to think of themselves as mere training schools for Government work, they will lose their largest opportunity to serve the nation.

Whatever the immediate needs of the Government in its war-making activity, and whatever the possible service of the college in meeting those needs, we can never afford to lose sight of the stupendous tasks that will confront us when the war is done—and that responsibility rests peculiarly on the college. For the present, under stress of war, we may shut our eyes and do as we are told—which is indeed the theory on which many of us would perform our tasks now. But when the war is over, we must shape national policy by the old process of discussion. Food production and distribution, farm labor, tenancy, extension of public functions in the field of manufactures, trade, and transportation, railroad regulation or ownership, trust control, unionism, socialism, syndicalism—these and a hundred other domestic problems are going to press insistently for solution. Superadd the infinitely complex questions of our exigent foreign relations, and we shall confront an array of difficulties that may well make the stoutest heart quail.

For the solution of these problems no amount of mere good will is going to suffice. They must be met with knowledge, in-

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telligence, and capacity for thought. The United States will turn to its trained men and women with demands a hundredfold more difficult than it has ever made before. And it is these demands that the college must meet in the days ahead. It cannot meet them simply by turning out boys and girls capable of becoming at short notice department clerks or laboratory assistants or expert calculators. No mere technical training will suffice. The college must produce men and women capable of thinking, capable of assembling and arranging facts, of looking them squarely and fearlessly in the face and understanding what they mean, of thinking out policies and methods based on the principles of freedom in which we believe, but capable of fitting conditions in a world sadly distant from our ideals, a world of which we are now an integral part, a world from the solution of whose problems we can by no withdrawal escape. While the colleges train their students for immediate Government service, then, they must keep constantly before themselves this larger and more difficult task. They must train their students to think in world terms, to be independent, self-reliant, critical, yet coöperative and constructive members of the great commonwealth that remains to build. Notwithstanding all the clamor about other ends, a clamor now strongly reinforced by the unavoidable demand for immediate service, the supreme duty of the college remains what it always has been—to teach students to think. For despite the breakdown of the world's intellectual leadership under stress of war, it is still true that the world must be saved, not by mysticism, not by sentiment, but by intelligent and unselfish thinking. In war as in peace, the college must never forget its chief task.

The Changing Library

THE elderly librarian who reverts in mental vision to his duties of a generation ago must rub his eyes. Imagine a line of borrowers of 1885 at the loan-desk. One, very likely, would ask for Cross's "Life of George Eliot," then a new book; another would request Zola's "Germinal," and a third Howells's "A Modern Instance"; the next would demand the latest volume in Bohn's translations; another a file of *Cornhill* or *Putnam's;* and some one Sheridan's plays or Poe's poems. The library then circulated little but books and standard magazines. Nowadays, of a not unusual line, one man will demand a new pamphlet by the Advisory Council on Housing; another a file of the *New East;* still another the last issue of *Gas Engines;* a fourth the annual report of an Ontario copper company, and the Proceedings of the British Joint Board of Scientific Studies; the fifth will perhaps merely ask for a Cuban Blue Book. The change is being fast accentuated. A generation ago philosophy and eloquence were used to persuade us that libraries were not repositories of dead matter; now every one knows they are as alive as any business house. In the April *Atlantic* John Cotton Dana implies some stinging rebukes to those collections of print which too slowly overtake the change.

It was once a general principle of public-library administration to acquire books of permanent and wide value only, and for many the principle remains the only sensible rule. But a library in a large city of diversified occupations and interests is now forced by the immense enlargement of the uses of print to do more. Published matter of merely transitory value was once rare. Now every human activity expresses itself in print; in 1890 the value of the output of the printing press was less than $325,000,000, and to-day it is near, and possibly exceeds, a billion; and a great part of this increase is not in books or magazines of general interest, but in pamphlets, circulars, reports, and trade publications of specialized interest. Occupational and professional journals run literally into the thousands; Government publications range from heavy annuals to myriads of minor reports of bureaus, offices, and auxiliary committees; civic and charitable societies publish reports in stacks which would soon overwhelm any repository. The public has a right to have this great sea of print kept steadily charted, and the only way to accomplish this is to entrust the task to a public institution. Changes of library administration must naturally follow. It is too true that some libraries have clung to the binding of ephemeral pamphlets, have carefully catalogued and re-catalogued every item, and have gone on expending the same sum upon placing a transient item upon their shelves as a valuable volume.

But this is far from necessarily meaning the utter transformation of the library. Exactly what are to be the administrative changes required of the new library "of record" as well as of books? Mr. Dana does not tell. But they may well be such as to preserve the library's emphasis on its old functions. It would be impossible for any library to afford a place of permanent deposit for the unending masses of print discharged at its doors; its duty is simplified by the necessity of discharging much of it within a few weeks or months. The function of transient record must be differentiated from that of permanent record. By a departmental arrangement the comprehensive library may simply follow those manufactories and offices which have created their own "special libraries"—collections pertinent to their own work, cared for by special methods till the matter gathered is outworn. Thus public libraries may have their current technology room, public documents room, and so on. There will often be a temptation to lay undue stress upon these new departments, answering as they do to a great volume of print creating new armies of readers. Technicians will be invited to inspect the library's display of the whole output of current publications upon applied science; it will advertise to merchants its enterprise in keeping abreast of all that is new in mercantile thought. Librarians who have grown gray in ill-requited efforts to bring a reading public to general book-collection will feel inclined to play to the utmost their new drawing-cards. Attention to the great flood of ephemeral writing of non-bookish interest may seem to pave the way to other library innovations—to the exhibit of articles more proper to a museum and to the collection, suggested by Mr. Dana, of such other records of human activity as movie films and phonograph disks. But a strict guard can and should be kept against any disturbance of the library's true balance.

Every one is pleased to see an enterprising librarian strike out to broaden the library's appeal, and a certain expansion in response to the demands of the times is essential. But the circulation of a collection of permanently valuable books —which, as Carlyle said, may be a university in themselves— is the library's chief function. It is part of its work to keep abreast of the great flood of print that ebbs constantly away into oblivion. It is a more important work to catch up the thin stream of printed matter that is of interest and value year by year, and add it to what has been collected before.

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Internationalism and the Pacific Area

By WILLIAM MACDONALD

IN connection with the commemoration of the semi-centenary of the University of California, March 18-23, there was held at Berkeley, under the auspices of the University, a Conference on International Relations, particularly with reference to the Pacific. It was a happy thought, on the part of those who planned the celebration, to turn the thought of the University, and, through the University, of the immediate community and the State, in a time of war, to the large international problems of peace which concern the great Pacific area and its American and Asiatic shores, and to make the Conference, not an adjunct to a series of academic functions, but an integral part of the programme. If, as is earnestly to be hoped, the "follow-up" plans which were considered are worked out in the spirit in which the Conference was held, the occasion may well prove to have been one of marked historical significance.

The immediate origin of the Conference is in part to be found in a proposal, approved some time ago by the Board of Regents but for various reasons not yet carried into execution, for the establishment in the University of a professorship of international relations. Beyond this immediate occasion, however, was the conviction, on the part of those who arranged for the Conference, that the time was ripe for a consideration of the whole range of topics, scientific, commercial, educational, and political, which concern the Pacific and the States which border it; and that, in the initiation of such discussion, the University of California might fittingly take the lead.

The peculiar interest of the Pacific Coast of the United States in the international problems of the Pacific area can hardly need demonstration. With all its vital attachment to everything that concerns the Union as a whole, and its equally keen appreciation of the great and serious part which the United States is now playing in European affairs, the Pacific Coast nevertheless looks towards Asia and South America rather than towards Europe. Its harbors are the natural American centres of Asiatic and South American trade. It has close commercial relations with China, Russia, Japan, Australia, and the Philippines. It is vitally interested in the question of Asiatic immigration, as well as in the development of port facilities and trade routes; and in all these matters its interest is shared by Canada and the countries of Central and South America. Every step which Germany takes in the direction of Siberia or India brings the world conflict nearer to the Pacific gateways of the United States. To the thoughtful citizen of California or its neighboring States it is no empty dream to see, in the unfolding of the European struggle, a shifting of fundamental world interest, political and economic, from the North Atlantic and the Mediterranean to the vast Pacific littoral; and every step towards a new internationalism involves a consideration of national and international problems of Pacific development and control whose complicated elements have as yet only begun to be studied, but of whose supreme importance to the future of the United States and of the world the best thought of the Pacific Coast is rapidly becoming convinced.

Of the papers and discussions at the Berkeley Conference, those which dealt with certain scientific problems and opportunities were, naturally, the most direct and concrete. A great deal remains to be done, for example, in such directions as the charting of the American coast—only 27 per cent. of the coast line of California, 14 per cent. of that of Oregon, and 44 per cent. of that of Washington has yet been surveyed by the United States—and in the study of animal life, ocean currents, and meteorology. The border line of science and international law is crossed when one considers the question of the three-mile limit, a new definition of which would seem to be needed if international conflicts over fishing rights and claims are to be avoided. More than one speaker noted the fact that, in the field of scientific investigation, the opportunity for international coöperation, not only of Governments, but of universities and scholars, is peculiarly great in the Pacific region, not merely because of the vastness of the area and the range of natural resources and incidents, but also because of the control of its shores by a dozen different nations. If, as has been well said, the organization of internationalism will be possible only when there is an international mind, then, surely, no more powerful aid to the attainment of such mind is likely to be found than the coöperation of scholars in undertakings which, from their nature, ignore national boundaries.

Scarcely less significant, however, were the sessions which dealt with problems of agriculture and education. The two subjects, while allotted separate places on the programme of the Conference, turned out to have a good deal in common; for not only is the development of agricultural resources and the improvement of agricultural methods proceeding, through the agricultural colleges, towards a substantial place in the curriculum of the secondary schools, but in both education and agriculture Government coöperation is an increasingly important factor. The searching of heart which the war has stirred up regarding the sufficiency of American educational methods was frequently referred to, as were such international aspects of education as the interchange of students and professors between the Pacific countries and the desirability of common standards and policies among universities and scientific schools. Here, again, as in the scientific sections, the intellectual bases of a lasting internationalism, and the importance of cultivating good feeling and mutual understanding through an extension of personal acquaintance, were generally recognized.

A session devoted to international aspects of labor was noteworthy for a frank declaration by Walter MacArthur, United States Shipping Commissioner at San Francisco and a recognized exponent of union labor sentiment in California, that the one-time opposition of organized labor to the Japanese was no longer of practical importance; and by a plain intimation by J. W. Mullen, editor of the San Francisco *Labor Clarion*, that the methods which were employed to secure the passage of the notorious Alien Land act of 1913 were hardly such as organized labor would care, at the present time, to defend. Most of the speakers at a session on trade and commerce were inclined to take refuge in generalities, perhaps from a feeling that anything which savored of criticism of Government policy would be inappropriate in a time of war; but they were nevertheless at one in insisting that the development of trade with the Orient

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involved not only the improvement of port facilities, the encouragement of shipping, and the removal of obstacles to the employment of American capital abroad, but also an American foreign policy which would establish international confidence in every profession of our good intentions.

War conditions interfered somewhat, as was to be expected, with the representation of foreign countries at the Conference; but representatives were in attendance from China, Japan, and Canada, as well as from British Columbia, Hawaii, and the Pacific Coast States. The representatives of Japan were prominent in most of the discussions; but while the Japanese points of view were, perhaps, somewhat overemphasized on that account, the sensible expressions of opinion, and the friendly cordiality which was voiced, were favorably remarked. If the speakers spoke "by the card"—and two of them, Prof. Masahasu Anesaki, of the Imperial University of Japan, and J. G. Kasai, head of the Pacific Press Bureau, must be regarded as, unofficially, spokesmen of Japanese public opinion—the United States need anticipate nothing less than friendly coöperation from Japan, whether in the treatment of China or of Russia or in the fulfilment of obligations to the Allies.

In an address on journalism and international relations, Oswald Garrison Villard spoke thus:

> If these delicate relations of ours with that remarkable country, Japan, across the Pacific, are to be left to the tender mercies of certain broad-hatted pirates of American journalism, to the tender mercies of our jingoes and our defence leagues, whose paid agents are going about the country demanding the largest navy in the world, universal military service, and almost every attribute of European militarism in order to prepare us for a war with Japan, then that war will inevitably come—provided that there is not the general disarmament and sinking of fleets which English labor and the Inter-Allied Labor Conference demand as the chief result of this war.

The applause which greeted these words reflected the spirit of the Berkeley Conference. Meeting in the shadow of war and evidencing again and again its loyalty to President Wilson and to the ideals for which he stands, the Conference nevertheless looked forward to peace, to the union of nations for world welfare, to the organization of joint effort for the enhancement of common interests. No speaker talked of colonies, or "possessions," or "spheres of influence," or exploitation, or trade competition for exclusively American benefit. The presence of large audiences, the serious attention given to everything that was said from the platform, and the frank discussion to be heard in informal groups gathered on the University campus, testified to the wide interest which the Conference aroused. For most participants, at least, the Conference was a practical step towards internationalism as welcome as it was significant.

The tangible outcome of the Conference was the appointment of a small committee, intended to serve as the nucleus of a larger representative organization, to arrange for another conference in 1919, to be held in Hawaii or Japan, preferably the latter. It was a general opinion that, while official connection with Government might well be avoided, coöperation ought by all means to be sought with other organizations interested in the same object. The opinion was further expressed that, if the committee which is to be formed could coöperate with the committee which planned the National Conference on the Foreign Relations of the United States, held at Long Beach in May and June last, the attainment of the objects which each body has had at heart would be doubly assured.

Beeches

By CARL H. GRABO

IN my heart they are always with me, the wraiths or the slain,
Gray, like the sea-fog at twilight, amorphous, persistent,
Flowing shoreward, invading the valleys, sluggish; haunting the brain
As throbs a bell's resonant clamor, though silent, insistent.
Oh, the dead despairing eyes of them, and the dim faces pallid with pain!

Always on march are they in my heart, keeping time to my pulse-beat,
And my soul craves a passionless day's end upon the still river reaches,
Reed-fringed, shadowing the sunset to the verge where water and sky meet;
And a hill-crest catching the last light on the gray-gloved maiden beeches,
Upon the laughing beeches where pause the whispering wind's feet.

Correspondence

A Plan for Government Service

TO THE EDITOR OF THE NATION:

SIR: Educators are deeply interested in discovering how the country may be best served during the war by college-trained men and women and at the same time may have college graduates ready to serve it in the future. Any plan that involves disturbing more than is necessary the continuity of the supply is harmful. The plan to be adopted for colleges and universities should include: (1) aiding the Government immediately and in the future with resources in students and equipment; (2) preserving the usefulness of colleges in their special fields; (3) protecting as far as possible the highest interests of the college men who return from the war.

It is suggested that the Government ascertain by means of a questionnaire how many men from the junior and senior classes of each college will volunteer to be trained for the specific services, military, naval, and civil, for which the Government states its need for college-trained men. These volunteers are to be exempted from possible draft until after graduation, and are then to receive, on recommendation by the college authorities and after passing the usual physical examination, appointments on full pay with the Government. The Commissioner of Education should (1) collate the material received in reply, and (2) apportion the number of students needed in various fields among the colleges according to their provisions for giving specific training.

The advantages of such a plan are: (1) it is definite, with sufficient allowance for modification; (2) it makes available to the Government now and in the future all specifically trained college men; (3) it offers an opportunity for colleges to serve the Government in the fields in which they are best equipped; (4) it makes it possible for college students to receive the usual certificate of education rather than to abandon college work nearly completed.

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Putting such a plan into effect naturally involves a few concessions by the Government, the colleges, and the students, which are not, however, noteworthy in comparison with the advantages offered. The Government would grant exemption, for a period usually not exceeding a year, to certain students being trained for special national service, and would employ these men without further educational tests. The advantage of securing expert service and the opportunity of previously testing and endorsing the work of the institutions recommending the student would outweigh the importance of these concessions.

The colleges must in some instances set aside for a time some required studies of their curricula and credit technical and industrial subjects towards the A.B. and S.B. degrees originally sought by the volunteer students. These temporary substitutions from their own curricula would cause few institutions to refuse the benefits offered.

The students must, in turn, give up certain studies of their choice and pursue others for the benefit of their country in a crisis. None would decline for that reason alone to make the change that will enable them to secure a degree, and it may be confidently expected that men of their character will on returning from the war find the opportunity to complete their studies in their chosen fields.

JOHN L. PATTERSON

University of Louisville, April 4

Enduring Values in Literature

TO THE EDITOR OF THE NATION:

SIR: In our colleges and universities, in connection with the present urge towards nationalism and internationalism, we should teach the literature of England and America as reflecting the social, religious, and political ideals of our people. But we should not do this to the neglect of the permanent function of literature.

There is a sense of enduring values in great literature that is timeless—beyond the present ghastly world tragedy. The soldier who wrote from the trenches that it was the recalling of bits of poetry he had memorized years before which saved him from insanity, suggests in part that sense of enduring values. So also does the man who sent back from the fighting line: "On such a day as this, one wishes to read well-expressed words which deal with eternal things."

We should realize that if this country is to avoid the narrow vocationalism of Germany, among other essentials, teachers of literature must coördinate with the necessary work along restricted professional or vocational lines the cultural qualities of great literature. We should teach through literature the best spirit of national patriotism and the coming internationalism. "Literature exists to please—to lighten the burden of men's lives; to make them for a short while forget their sorrows and their sins, their silenced hearths, their disappointed hopes, their grim futures."

Let us give to those of our colleges and universities who may still pay the supreme sacrifice in this colossal tragedy a sense of the enduring value of culture and the humanities —life's imponderables. We should be interpreters of literature to students keenly responsive to the moral values of life. We should let them realize those values through the integrity of such artists as Chaucer, Shakespeare, Milton, Browning, and Hardy. GEORGE R. COFFMAN

The University of Montana, April 12

On the Site of the Globe Playhouse

TO THE EDITOR OF THE NATION:

SIR: Your reviewer of my book on the "Shakespearean Playhouses," after paraphrasing what I had said about the location of the Globe and the Rose playhouses, adds: "The final argument for the location of the Globe . . . was presented by Mr. George Hubbard in a paper 'On the Exact Site of the Globe Playhouse of Shakespeare.' . . . Unfortunately, this paper did not come into the hands of Professor Adams; but his conclusions are the same as those of Mr. Hubbard." Mr. Hubbard's article did come under my observation and is properly listed in the bibliography, with an appraisal of its value. The article, I may add, does not deserve the praise your reviewer gives it.

JOSEPH QUINCY ADAMS

Cornell University, April 8

The Irish Convention

TO THE EDITOR OF THE NATION:

SIR: In your issue of April 18, in an article entitled "A Constitution for Ireland," it is stated that "the Sinn Feiners were out of it [the Convention] because they would not accept the invitation to send delegates." This is a half-truth from which many erroneous conclusions might be drawn. The Sinn Feiners agreed to send delegates on certain conditions, which appeared in a cable dispatch from Dublin to the New York *Globe* of June 22. The conditions were also published in the Irish daily papers, as follows:

(1.) That the Convention be left free to declare the independence of Ireland.

(2.) That the British Government publicly pledge itself to ratify the majority decision.

(3.) That the Convention consist of none but persons freely elected by the adult suffrage of Ireland.

The British Government refused to comply with these conditions, and hence the Sinn Feiners refused to send delegates. PATRICK MCCARTAN, F. R. C. S.

Philadelphia, April 23

"Crowned Republics" Once More

TO THE EDITOR OF THE NATION:

SIR: Mr. Rudwin is very severe upon some article ascribed to me called "Main Aims"—I have never heard of such an article, but strange things happen nowadays to titles, texts, and copyrights in crossing the Atlantic—in which I gather I have been "advocating the creation of a number of crowned republics after the war." He speaks of me scornfully as "this monarchist." He is just a little out on that. I am one of the growing number of declared British republicans, and the "crowned republic" phrase comes in only as a method of letting Buckingham Palace down easily to the new order of things. Americans will get into mischievous attitudes if they fail to understand the essential republicanism of much contemporary English thinking and writing. I will be obliged to Mr. Rudwin or yourself, sir, if either of you could put me in the way of seeing this "Main Aims" article.

H. G. WELLS

Easton Glebe, Dunmow

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BOOKS

Absolutism in Education

The Prussian Elementary Schools. By Thomas Alexander. New York: Macmillan Co. $2.50.

HERE is a significant and in more ways than one a strange publication. It is the record of an exhaustive study of the Prussian elementary schools made during a year and a half prior to the outbreak of the world war to secure data for the improvement of our own educational system. In a series of chapters the author has grouped his story of the development, the administration, the organization, and the management of these schools. His report records accurately the intricacies of the local, provincial, and state systems of control, interprets clearly the functions of the innumerable officials, and constructs for us a detailed picture of the educational machinery as it operates to-day. It is a striking revelation of unflinching, unwavering continuity of purpose. Frederick the Great's injunction to direct the education of the lower classes so that they would be contented with their appointed lot is identical in spirit with Frederick William's circular order of 1799, that the pupil be prevented from acquiring "tastes which his social standing does not allow him to satisfy and which only make him discontented and unhappy." It is the underlying doctrine of Prussian elementary education to-day, as the extensive quotations from the utterances of Prussian monarchs, statesmen, and school administrators show. In fact, Frederick the Great's uncouth remonstrance of 1779 falls short in insidiousness of the utterances of the callow youth who, within a year after his accession to the throne as William II, said: "We have thought for a long time of making use of the schools in combating the spread of socialistic and communistic ideas . . . the schools must create in the youth a conviction that the doctrines of Socialism are contrary not only to God's decrees and Christian moral teaching, but are in reality incapable of application, and are destructive both to the individual and the state. The schools . . . must impress on the youth how Prussian kings have continually taken pains to better the conditions of the working class from the time of the legal reforms of Frederick the Great down until to-day" (Allerhöchste Ordre vom 1 Mai, 1889). To the consummation of this fundamental scheme the teachers must effectively contribute; it is their duty to impress on the minds and hearts of their pupils, boys and girls, the conviction of the divine right of the Prussian monarchs and to establish "a very close relationship between piety and patriotism; between obedience to God and obedience to the temporal king"; and it is worthy of note that even to this day the supervision and control of the elementary schools are to a considerable extent under the influence of ecclesiastics as school inspectors. A spiritual domination that is little short of appalling, "Für Gott und Vaterland" is always the bulwark of reaction and conservatism.

The completeness of the system of control is revealed in every page of the book; what it offers in the chapters devoted to the Teacher's Preparation, the Salary and Pension Systems, the Extracurricular Activities, the Methods of Instruction Employed—all this is of absorbing interest to American students of education, and it was undoubtedly the object of this study to indicate what experiences of the German system might prove of avail to us and under what safeguards we might adapt rather than adopt their procedure. It is apparent that Mr. Alexander enjoyed for purposes of observation unusually favorable conditions; in some fashion he must have won what many observers have failed to secure, the confidence and sympathy of the Prussian educational authorities. They disclosed to him their aims, their methods, their regulations; they permitted him to make complete stenographic reports of numerous class recitations (a truly remarkable concession). To these reports he appends his comments, and thus the system stands revealed to us in all its thoroughness, its logical, unbending rigidity. It tells the story of Prussian efficiency, marvellous in its conscious and sustained intensity, but hideous in its connotations of intellectual and spiritual absolutism that to us appears alike baneful to pupil and teacher. There is obviously one compelling and levelling influence in Prussia that surpasses in its domination of thought, will, and habit even the discipline of the army—it is the elementary school. Prussia has recognized that to inculcate habits of unquestioning obedience the Government cannot afford to wait until boys at the age of eighteen or nineteen enter service in the army; the process of welding and shaping is initiated in the very first years of school life and is maintained continuously throughout the elementary school; the twig is bent early to the desired end. If obedience to authority, responsiveness to commands, suppression of individuality in favor of collective welfare are the *sine qua non* of military training, then the elementary school, with its insistence on these same qualities during the most impressionable years of a child's life, is the real foundation of army discipline—of life subservience.

The architects of the military system have builded well; the substructure of the schools develops useful servants of the Fatherland. Obedience is helpful to preferment, resistance evokes prejudice and disfavor; it is no small matter to be labelled even in childhood the opponent of recognized authority. Hence the great mass of the children become subservient, outwardly deferential.

The stenographic reports, from which the author has made a liberal selection, need no elaborate interpretation; a study of these incisive question-and-answer records, models, by the way, of logical sequence, should be coupled with Mr. Alexander's portrayal of the teacher's manner, voice, and abounding energy, and we have a picture of the prevailing atmosphere of a Prussian classroom; it is precise, businesslike, uncompromising, it has little room for spirituality. With a set purpose in mind, the teacher enters the classroom; he has a definitely formulated plan, his training has

Contributors to this Issue

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made him an expert at mapping out a lesson scheme; he knows approximately what knowledge of his pupils he can depend upon; he knows, too, what he proposes to inculcate; repetition makes the pupil letter-perfect; unflagging attention is insisted upon; and at the close of the hour he can point to a moderate increase in knowledge in the class. In a sense, the achievement is as magnificent as the perfection of the goose-step parade on the field of Tempelhof, and it is often as soulless. The cleverness of these recitations cannot be denied; in a lesson in religion the term covenant, agreement, affords a chance to speak of the covenant (Bund) that binds Germany, Italy, and Austria; in a natural history lesson on the eagle, the pupil is cunningly led to appreciate the eagle's size, strength, royal power, majestic flight, kingly glance, nobility, with the inevitable transition to princes and emperors and "The Order of the Eagle"! Thus are religion and educational skill prostituted in the service of an absolutist ideal.

Every page of Mr. Alexander's book is illuminating as to content; it is all the more deplorable that it reveals blemishes that cannot be overlooked. It is deficient in clearness of statement, and a radical revision of the text should be undertaken in the event of a second edition. It is not necessary that a writer on education be a literary artist, but the reader may fairly insist on lucidity of statement.

Yarns, Better and Worse

The Rider in Khaki. By Nat Gould. New York: Frederick A. Stokes Company.

Boy Woodburn. By Alfred Ollivant. New York: Doubleday, Page & Company.

The Man Who Lost Himself. By H. de Vere Stacpoole. New York: John Lane Company.

Branded. By Francis Lynde. New York: Charles Scribner's Sons.

Stealthy Terror. By John Ferguson. New York: John Lane Company.

The Pawns Count. By E. Phillips Oppenheim. Boston: Little, Brown & Company.

THE reader with a stern contempt for yarns as such will find nothing that concerns him in this group of stories. A good yarn is a rare thing and a precious: we must know something about yarns in general if we are to recognize it when it comes along. Here is the sudden apparition, with "The Rider in Khaki," of a popular fabulist of whom we in America have never heard, but who, according to the publisher, is the idol of the English-speaking world elsewhere. But how humiliating to be suddenly confronted by our ignorance of a story-teller of whom the London *Athenæum* has declared: "All living writers are headed by Nat Gould and, of the great of the past, Dumas only surpasses his popularity." He is, it appears, the favorite author of the trenches, and our American soldiers abroad are already taking him over. "Eleven million copies of his books have been sold in Great Britain and her colonies." Tossing aside impatiently the jacket from which he has learned all this, one plunges hopefully into the narrative . . . to find, alas, the shallowest and flattest sort of romantic contrivance, lacking even in natural gusto—a book fitted, in some mysterious fashion which criticism has never been able to fathom, to be read by millions who do not read. Horsey stories, it seems, are "Nat Gould's" special "line," and this one dutifully concerns a stuffed soldier, a bisque damsel, and a wooden horse. "Boy Woodburn" is a horse story of another color. It is not quite all we might have hoped for from the author of that classic among dog stories, "Bob, Son of Battle," but a horse is not a dog. Mr. Ollivant is probably wise in not trying to make his nag, "Four-Pound-the-Second," the real hero of his romance. This is a yarn of young love in the stables. "Boy" Woodburn, daughter of the eccentric trainer "Old Mat," is, with her virginal horsiness, a figure of fancy, but not the less a figure of originality and charm. The plot that concerns her is frank enough and not too frank in its demands upon our faculty of make-believe. We could easily let ourselves see the whole thing as absurd—if it seemed worth while. The obstacles in the path of Boy and her better-born lover may, strictly regarded, be as artificially placed as the hurdles in Four-Pound-the-Second's victorious course. But whatever liberties he may take with human character and action, this writer is successful in keeping us close to the more winning essentials of horses and men. His is sentimentalism, but of the manlier sort, making the eyes sparkle and the heart swell—as why shouldn't they, now and then?

H. de Vere Stacpoole, sometime physician, traveller, poet, and publicist, writer of plays and translator and biographer of Villon, is always, when he takes to fiction, unaffectedly and unforcedly a spinner of yarns. His habit is to take an old theme—buried treasure, sea-chicane, border-adventure—to take it or let it take him, with the result that it at once comes alive as something new and strange. The idea of "The Man Who Lost Himself," or at least the main situation, is one of the oldest in the world—doubles, mistaken identity, the pauper waking to find himself greeted as the Prince—what more ancient romantic matter than this? Mr. Stacpoole goes at it as if it had never been gone at before, and makes a very amusing yarn of it. It must not be ravelled here; at most one may let fall a hint of the opening scene, which takes a youngish Australian-American, alone and penniless in London, and without his knowledge or consent makes an Earl of him—not altogether to his ease. The action skilfully keeps its foothold upon the plane of adventurous comedy. "Branded" is a fabric of more sober tint. Here also are old matters renewed, the man who permits himself to be jailed for another's crime, and whose problem thereafter is the problem of the jailbird. For the reader who succeeds in bolting the initial absurdity, the rest of the plot goes down easily enough. As Mr. Stacpoole's tale, and indeed all the stories here grouped excepting the preposterous "Rider in Khaki," the people are quite as real as they need be, or ought to be in a yarn. Villanous finance plays its popular part in the action, its elaborate intrigue all focussed upon the hapless figure of our victim of chivalry and the law. Sheriffs, sleuths, adventuresses, thugs, enliven our path, which is crowned in due season with the twin guerdons of beauty and gold. If this kind of thing is contemptible in itself, there is a huge department of contemporary literature—of perennial literature—upon which criticism must sadly turn its back.

"Stealthy Terror" and "The Pawns Count" represent what may fairly be called the yarn of the hour, with the destiny of the warring world hanging upon the chances of

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espionage and the machinations of diplomats, and especially upon the exploits of those mysterious champions, the gentry (and ladyhood) of the Secret Service. "Stealthy Terror" is a less trashy example of this sort of work than the title would suggest. The motto is a line of Francis Thompson, "The stealthy terror of the sinuous pard." Who represents the sinuous pard is not noon-clear, but we take it to be the German super-spy Dewinski, that villain of the piece who is of course to be foiled and done for in the end. The hero and the heroine are two young Britons (Scots both, for a novelty) who happen to be studying in Berlin in ante-bellum days. Chance involves them in an adventurous action turning upon the possession of a document upon which the fate of England hangs: a pictograph purporting to be a childish drawing by "little Eitel for his father's birthday," but really containing the substance of a plan for the invasion of England. There is a deal of struggling for this treasure, with murder, kidnapping, safe-cracking, and long chases afoot and on wheels, stupidity in high official quarters, love-making, fist-play, and a handsome allotment of coincidences and lucky escapes. In the end all is well, England is saved, Dewinski is plopped into the waters of a deserted English mine shaft, and all other pleasant things happen for our content, with the inevitable "kiss curtain." "The Pawns Count" is a similar commodity done by a more experienced hand. Mr. Oppenheim has contrived in this instance a species of all-star performance, with four distinguished Secret Service agents: an Englishman, a Japanese, an American, each of whom is for his country only; and a German-American, who is confessedly (the action takes place before our entry into the war) for Germany first and America afterwards. Their intermingled and various activities concern another document—the formula of a marvellous new explosive invented by an Englishman which is to put an end to the war in no time. That such a formula should be knocking about in the open is apparently the customary habit of such things. The German-American has the young inventor drugged and kidnapped with the prize in his pocket, but leaves it in his pocket. The American (who is also the beautiful maiden of the story) and the official Briton both have opportunity to remove it before it occurs to the kidnapper to take the trouble. Swallow this (here again is the inevitable camel to be dealt with at the outset) and the rest is plain fare. Further papers are adrift, notably a pair of letters bearing witness to German official duplicity towards both Japan and America. In these affairs, as in the affairs of love, our Briton is to triumph and our Teutonic blunderer to go to the wall. Long may they do so!

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Notes

AMONG the spring publications of J. B. Lippincott Company are: "The Submarine in War and Peace," by Simon Lake; "Over the Threshold of War," by Nevil Monroe Hopkins; "The War and the Coming Peace," by Morris Jastrow, jr.; "Offensive Fighting," by Major Donald McRae; "The Soldier's English and Italian Conversation Book"; "Leadership and Military Training," by Lieut.-Col. Lincoln C. Andrews.

Early in May Robert M. McBride & Co. will publish: "Suspense," by Isabel Ostrander; "Interned in Germany," by H. C. Mahoney; "Patenting and Promoting Inventions," by M. H. Avram; "Finding the Worthwhile in the Southwest," by Charles Francis Saunders.

The Century Company will publish in May the following volumes: "Flashes from the Front," by Charles H. Grasty, with a foreword by General Pershing; "The Happiest Time of Their Lives," by Alice Duer Miller; "The War-Whirl in Washington," by Frank Ward O'Malley; "The Wonders of Instinct," by Jean Henri Fabre; "The Roots of the War," by William Stearns Davis; "Russia in Upheaval," by Edward Alsworth Ross; "Caste Three," by Gertrude M. Shields; and "Keeping Our Fighters Fit," by Edward Frank Allen, prepared under the direction of Raymond B. Fosdick, chairman of the War Department and Navy Department Commissions on Training Camp Activities.

"With the Fighting Fleets," by Ralph D. Paine, is announced for publication by Houghton Mifflin Company.

INTERESTING details regarding the beautiful fifth-century Greek statue recently found on the Palatine and described in the *Nation* of March 28 have been sent by Mrs. A. S. Strong, of the British School in Rome, in a letter to the Literary Supplement of the London *Times* of March 15:

> The Palatine "Victory" is only the fragment—a little over 85 cm. high, and in excellent preservation—of what must have been a figure of unique beauty. So far only the torso from the neck to the knees has been found, though further excavation may still bring missing parts to light. The figure was shown in rapid movement to the right with flying draperies that left bare the right side from the waist downwards. The single garment consists of an ungirt *peplos*, which is folded over at neck and shoulders to form an over-fall or *diploidion;* the latter breaks into a number of spirited transverse folds, which emphasize the movement of the body. The right arm was raised high to hold one end of a bellying veil or cloak which passes behind the back; whether the end of the veil was held by the left hand or merely thrown over the left arm is uncertain. The bodily forms are youthful and slight; the breasts small; the planes broad and simple with the minimum of forward projection. There are no traces of wings. . . . The marble is thought to be Pentelic. . . . The new torso belongs to the series of running, soaring, or floating figures with clinging draperies of varying texture and transparency, of which the Nereids from Xanthos in the British Museum, . . . the so-called "Nike" from the west pediment of the Parthenon, and the so-called "Iris" or "terrified maiden" from the east pediment are brilliant examples.

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The American Oriental Society

THIS year's meeting* of the American Oriental Society marked the seventieth anniversary of the foundation of this, the oldest scientific society devoted to a special field in this country. It was appropriate that the anniversary should be celebrated under the shadow of Yale University, which, during the early period of the Society's activities, was to a large extent the American Oriental Society. The four scholars figuring most largely in the early proceedings of the Society are Edward E. Salisbury, Theodore Dwight Woolsey, James T. Hadley, and William Dwight Whitney. By a happy circumstance the president of the Oriental Society for this year was likewise a member of Yale University, Prof. C. C. Torrey.

At the opening session Professor Torrey delivered the presidential address on "The Outlook for American Oriental Studies." He emphasized the need of combining with the study of the past a sympathetic understanding of present problems in Eastern lands. The developments in recent decades have brought the East much nearer, so that it can no longer be said that those who are devoting themselves to Oriental studies occupy an isolated position. The important part played by Oriental civilizations in the distant past, as well as in less remote times, is coming to be more and more recognized, and no less the necessity of expert knowledge in dealing with present conditions in both the Near and Far East.

At the close of the afternoon session the members were invited to inspect the remarkable collection of Babylonian antiquities of Yale University, which have been gathered within a few years through the knowledge and expert skill of Professor Clay, who holds the chair for Assyriology at Yale, founded by the late J. P. Morgan in memory of his friend, William M. Laffan. The collection, housed for the present in the Osborn Laboratory, consists of over 10,000 tablets, besides many larger specimens of Babylonian and Assyrian antiquities and casts of all the important monuments in European museums. Through Dr. Clay's activity a genuine school of Assyriology has been established at Yale, the results of which are apparent in the Yale Oriental Series, of which several volumes have been published and a large number are in preparation. The gradual publication of the material gathered by Dr. Clay will constitute important additions to our knowledge of Babylonian-Assyrian history in all its ramifications.

A matter of general interest, brought to the notice of the session by Prof. C. R. Lanman, of Harvard University, was a communication from M. Senart, the leading Sanskritist of France and a member of the French Academy, in which a closer coöperation between the American Oriental Society and the Société Asiatique of France was urged. Recently the Asiatic Society of Great Britain and Ireland made an arrangement with the French Society for exchanging library courtesies and for sending delegates to the annual sessions. By unanimous vote the American Oriental Society resolved to accept the invitation of their French colleagues in the cordial spirit in which the invitation was extended.

The attendance at the sessions was unusually large. Over fifty papers ranging over the entire field of Oriental studies, Semitics, Sanskrit, Iranian, Egyptian, were presented in the course of the five sessions of the Society. Most of the communications were naturally of a more or less technical character, but a number read at the session devoted to communications on the historical study of religions were of a more general character. Among these one may single out the investigation on Palm Sunday, by Prof. Julius Morgenstern, of the Hebrew Union College, Cincinnati, who showed that the waving of palm branches on the Sunday preceding Easter rested upon an old Semitic spring festival marking the time of the equinox. Corresponding to the palm-waving festival in the spring we have also one at the time of the autumnal equinox, in which likewise palm branches and specimens of other evergreens were waved to symbolize gratitude for the harvest and the hope of continued fertility. Christianity preserved Palm Sunday in the spring, while orthodox Jews continue to this day the custom of waving palm branches as a ceremonial in connection with the so-called Festival of Booths in the autumn.

Another paper of more than ordinary interest and importance was a discussion on Totemism, by Prof. E. W. Hopkins, of Yale University, who was particularly severe on the loose manner in which evidence of supposed Totemistic beliefs was brought forward. According to Professor Hopkins, the essential feature in Totemism is the belief in some association between the clan and an animal or a plant, whereas such other features, commonly associated with Totemism, as descent, worship, exogamy, and the name of the clan, are features dependent upon special sociological conditions, by no means uniform even among peoples occupying the same primitive stage of culture.

Prof. Franklin Edgerton, of the University of Pennsylvania, presented an interesting and suggestive paper on the metaphor of the car, which plays a prominent part in the Rigvedic ritual.

Among the papers presented by Prof. Paul Haupt, Johns Hopkins University, there was one of general interest on "Circe and Astarte," in which he showed that the prototype of Circe in the Homeric epic, who changed her visitors into beasts, is the Babylonian goddess Ishtar, of whom the same is told in the Gilgamish Epic.

Prof. L. B. Paton, of Hartford Theological Seminary, presented the results of an elaborate study of the holy places in ancient Canaan on the basis of place-names, showing that there were some 450 sites that were regarded as sacred by the ancient inhabitants of the Holy Land. The antiquity of most of these antedates by many centuries the coming of the Hebrews.

Prof. C. R. Lanman, in a plea for making the most ancient of the Buddhistic sacred texts accessible to the Occident, urged that we must strive not only to understand the East, but to respect it. The function of the Orientalist should be that of the interpreter of the East to the West. Of the oldest four collections of such sacred texts, only one has as yet been translated into English, and that one not completely. Apart from the value of these collections in the study of Buddhism, many of the teachings can serve as guides for modern life.

Prof. A. T. Clay, of Yale University, read an important paper setting forth the lack of evidence for the generally accepted theory that the original home of the Semites was in Arabia. Basing his evidence largely on proper names, Professor Clay maintained that all signs point to the settlement of Arabia from the north.

Dr. A. Ember, of Johns Hopkins University, gave, as in former years, the results of his continued study of the comparison between Egyptian and Semitic, which he believed has definitely established the Semitic character of the Egyptian language. There is a growing disposition to recognize this among Egyptologists, though perhaps not many would be willing to go as far as does Dr. Ember.

Dr. W. N. Brown, of the University of Pennsylvania, read a paper, "Bluff in Hindu Fiction," which showed that in Hindu folk-tales the strategy of putting on a bold front proved as effective as it frequently does in real life.

These are merely some of the many interesting and valuable communications presented, and it was particularly gratifying to note the large participation of young scholars whose activity augurs well for the progress of Oriental studies in this country. It is of interest to note that Yale University now has a female Assyriologist in Dr. Ettalene M. Grice, whose researches in the Yale Babylonian collection have led her to discover new date formulas for one of the old Babylonian dynasties on the basis of which the chronology of the older period has become much clearer. Another young scholar of promise is Dr. H. F. Lutz, Research Fellow in the University of Pennsylvania, whose paper on an important omen text in the Philadelphia collection threw a remarkable light on the interpretation of dreams in ancient Babylonia.

A pleasant incident in the meeting was the presence at one of the sessions of President Hadley, who, in a happy speech, extended the welcome of the University to the Society, and recalled the part taken by his father in the early days of the Society's activity. He also spoke of the wide influence on American scholarship exerted by the Society, and emphasized the present importance of Oriental studies.

The Society elected as its president for the coming year the eminent Egyptologist, Prof. James H. Breasted, of the University of Chicago; and decided to hold its next session, in the spring of 1919, at the University of Pennsylvania.

M. J., JR.

*Held at New Haven, April 2-4.

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The College Art Association of America

THE seventh annual meeting of the College Art Association of America, held at the Metropolitan Museum on March 28 to 30, was a gathering of more than ordinary moment. The Association is carrying on, in the face of much prevalent apathy and ignorance, a far-reaching campaign of intelligent propaganda, and all its members concentrate their attention on the problems discussed, and the educational influences they are able to control. Their energetic president has enlisted a large body of faithful fellow-workers; some of them college teachers, but directors of museums also, architects, pioneers of art-teaching in libraries and school systems. The work of the various committees is of vital significance, for the systematic teaching of art is as yet confined to a limited number of higher institutions of learning. That, for instance, one of our oldest universities, itself the possessor of a unique art collection, should not know of the existence of this Association is one of the curious anomalies of our educational situation.

At one session divergent views on "The Value of the Study of Art in Colleges and Universities" were presented; the brilliant paradoxes and iconoclastic tendencies in a paper of Mr. John Cotton Dana, of the Newark Library, were made the subject of incisive argument in rebuttal by Professor Van Dyke, of Rutgers; such conflicting expressions of convictions are valuable, for they lead to a pruning of exaggerated claims. In an admirably succinct presentation Mr. Forbes, director of the Fogg Art Museum at Harvard, discussed the plan and services of a college art museum, and the theoretical and technical training that the students of the art department should receive as a basis of art teaching and art criticism. To Charles Eliot Norton, as the inspiring protagonist in the establishment of art canons in this country, Dr. Edward Robinson paid a stirring tribute; such a sane and scholarly influence as Norton's, interpreted by a sincere and discriminating disciple, is a bulwark against the intrusion of ill-considered vagaries in art appreciation. The line between technical and non-technical art education, between the discipline of the professional schools and the inculcation of general historical and æsthetic standards, was sharply drawn in the comments of one of America's most learned architects, Ralph Adams Cram; his reference to the late Henry Adams as a conspicuous illustration of scholarship tempered by artistic taste, was keenly appreciated by those who knew at first hand Adams's Mont St. Michel, and recalled John La Farge's admiration for that unusual man. The generalizations on art and art study that so ripe a scholar as Mr. Cram reaches give to his opinions a deep significance; it is well for the influence of the Society that in his utterances, as in those of Dr. Robinson, there prevails a note of healthy conservatism, antagonistic alike to the "art for art's sake" clamor and the finical proclamation of a system of philosophic æsthetics. Typical of discriminating art criticism was a paper by Professor Morey, of Princeton, on "The Art of Rodin." To him Rodin's great services lay in the fact that he modernized sculpture; he freed it from the incubus of ancient sculptural art which constantly emphasizes the typical rather than the individual. Rodin undertook to rehabilitate sculpture by introducing individual expression.

Among many other excellent papers there stood out, because of their bearing on the art-appreciation of the larger public, the accounts of the work undertaken by the Toledo and Cleveland Art Museums. One may anticipate a steadily increasing civic interest in art matters from the schemes that the directors of these museums are elaborating; with limited resources the Toledo Museum in particular is prosecuting an educational work of the first order, because it illustrates the possibilities of progressive guidance in art teaching through school and college. At Cleveland the work of the museum has succeeded in overcoming certain initial obstacles that at first appeared to impede permanently its usefulness. Evidently in each of these museums the strong personality of the art teacher is a factor that insures success. The relationship between art museums and the cultivation of art expression in children appeals constantly to the interest of the Association. It is altogether a notable group of devoted workers, with a clearly conceived educational purpose.

JULIUS SACHS.

April 5.

Drama

Shakespeare—Virginibus Puerisque

SHAKESPEARE, like his birthday, comes but once a year in New York when producers and public do their duty by him with a fine sense of self-conscious virtue and then proceed comfortably to forget all about him until another season. One might suppose that the greatest poet-dramatist in the world would be produced for those that love him, not as a tedious, necessary rite or birthday ceremonial, but with constant, intelligent devotion, as the great tone-poets are performed. Two years ago, on the three hundredth anniversary of Shakespeare's death, there was a veritable competition of Shakespearean productions, from tragedy to buffoonery, with every soul in New York attesting with passionate ardor the fact that Shakespeare was dead. Last year there was none so poor to do him reverence. This season, as usual, he remained dead and turned to clay from August to March save for a Gallic rendering of "Twelfth Night" at the French Theatre. But now that the "spring revivals" of our cheerful American custom are the order of the day, Shakespeare's month was dedicated to a series of special afternoon performances in his honor.

A most serious and sincere effort was made by a new organization called the Shakespeare Playhouse, under the direction of Frank McEntee, which produced a half-dozen tragedies and comedies with a special appeal to young people, at suitable hours and prices. Beginning with "As You Like It" and "The Merchant of Venice," to which Miss Edith Wynne Matthison lent her pensive grace and intellectual distinction, the director, after her departure from the company, produced "Macbeth," "Hamlet," "Julius Cæsar," and "A Midsummer Night's Dream" with the coöperation of such well-known players as Tyrone Power, Walter Hampden, and Cyril Keightley. The Shakespeare Playhouse had two initial advantages—it had apparently little money and surely a large choice among actors eager to appear. The first resulted in simplified scenery, the second in good acting. We were spared the old-fashioned, pretentious, elaborate settings that delay action, and the new-fashioned, eccentric, pseudo-artistic picturesqueness that obtrudes itself above actors and story. The plays were produced on a simplified stage, negative rather than authentically Elizabethan, hung with grayish-green curtains to supply a neutral background. The absence of distracting decoration was peculiarly grateful in "A Midsummer Night's Dream," where the imagination had full sway to form its own vision of that enchanting wood where mortals prove their folly and fairies and sprites compass the globe.

The performance of "Julius Cæsar," abounding in good acting parts for men, was particularly interesting in its contrast between the "new" acting of Mr. Cyril Keightley as Cassius and Mr. Walter Hampden as Marc Antony, and the older traditions embodied in Mr. Charles Stevenson as Brutus and Mr. Howard Kyle as Cæsar. Mr. Keightley, an intelligent young English actor, endowed by nature with the lean and hungry look and the mocking smile of Cassius, was exceedingly effective in the earlier half of the play in denoting Cassius's envy, ambition, and shrewd manipulation of the too idealistic Brutus. His easy colloquial reading of the lines, well modulated and rhythmic, fell gratefully on the ear. Even the famous "Well, honor is the subject of

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my story" was recited casually, without bombast. But in the quarrel scene and the battle scenes the modern manner fell singularly short. Mr. Keightley's voice is inadequate and "pinched," and his choler would never have made his bondmen tremble. Even at that superbly theatrical moment when Cassius offers his dagger and his naked heart, he did it after the high English fashion, quite without Roman robustness. Poor Mr. Stevenson, a good routine actor of the old school, with a handsome person, a fair voice, and a bad memory, consequently failed to reach such heights as are within his rather stolid powers, and the quarrel scene and farewell went for little. The younger generation, afraid of fustian, underplays. It might well learn that there is such a thing as carrying off a great moment in a great manner.

Mr. Hampden's Marc Antony, too, was a trifle too correct. Nature has not marked him for a masker and a reveller, and he did little to make up the deficiency. In the forum scene, the actor-proof, actor-adored, rhetorical funeral oration fell curiously flat. The odd management by which the actor stood on a platform high above the unseen mob made it difficult to work up the proper effect for modern audiences, accustomed to the fine frenzy of soap-box orators, of whom Marc Antony was the first.

"A Midsummer Night's Dream," excellent in some respects, gave an impression of haste and insufficient rehearsal. For those who looked not with the eyes, but with the mind, the settings were thoroughly adequate save that the bank where the wild thyme blows and where the lovers slept looked too much like a new-art sofa. Of the mortals Miss Florence Wollerson as Helena read the verse so melodiously, so simply, and yet with such fire that blank verse seemed the natural language of humanity. Mr. Hampden, robed in mysterious green fairy textures, made Oberon every inch a king, and spoke with unfailing distinction and intelligence, if occasional monotony. Here is an American actor worth watching, who should become one of the pillars of our theatre. Miss Millicent Evison, a graceful Puck, was less mercurial and tricksy than one might desire, and indicated impishness too often by an irritating giggle. The fairies, stolid and earthy, in the squarest of little white frocks, looking more like well-fed Dutch babies than beings nourished on dewberries and honey, proved far more amusing than the artisans of Athens, whose clowning fortunately fared better with uncritical young audiences than it deserved.

On the whole, however, the results of this experiment were highly commendable. The effort to popularize Shakespeare and to make him a living power with the present generation of boys and girls, in danger of being hopelessly vulgarized by cheap moving pictures, is one that ought to be carried on through every city in the land every year, quite as a matter of course, just as the plays are studied at schools. The spirit grows by what it feeds on. M. C. D.

Amusements

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Finance

War Revenue and War Trade

NEWSPAPER headlines, on the cabled account of the British budget of Government expenditure for the fiscal year ending next March, described it as the largest programme of such expenditure in history. This on the whole was probably a correct description. In American values, the year's estimated disbursements were to be $14,860,900,000, as compared with $13,481,000,000 in the fiscal year just ended and with $987,400,000 in the last fiscal year before the war.

Our own public expenditure, outside of the postal service, was $2,763,586,000 in the fiscal year ending with June, 1917. The Treasury's estimate of December for the pending fiscal year was $18,775,919,000, which overtopped this week's estimate of the British Exchequer; but it has long since been conceded that the estimate was too high by at least $5,000,000,000. If Bonar Law's estimate were to be equalled or exceeded the result (which has been the usual experience in England) and if our own Government forecast should be cut down as expected, then our own public expenditure of this fiscal year would be only a good second.

In the past fiscal year, England's revenue from all sources except loans was $3,536,000,000, as compared with $991,200,000 in the last year before the war. The budget estimate for the fiscal year which began this present month is $4,210,200,000. This also would break all past records of the yearly revenue of a government. Whether it will hold the record depends on the United States.

In the fiscal year 1917, our own Government's revenue was $1,118,174,000. For the present fiscal year, the Treasury's estimate is $3,886,800,000; but that was based on a forecast of $2,427,000,000 for receipts from income and profits taxes, and the present view is that those taxes will produce $500,000,000 to $1,000,000,000 more than that figure. If that happens, then the world's high record for annual taxation revenue would be held by the United States.

The striking part of last week's report of the country's foreign trade in March was the fact that, while total exports decreased by value $28,985,000 from 1917, export of agricultural products increased $119,668,000. Shipments of these last-named products, aggregating $258,127,000, actually reached the highest mark of any month in the country's history. This was evidently in large degree a matter of prices; for although there were never exported in that month anywhere near so many barrels of flour as went out last month, the total grain exports, all reduced to bushels, were much less than the year before. Yet the value even of breadstuffs exports increased $21,300,000; cotton exports, decreasing 43,614 bales in quantity, rose $18,291,000 in value, and export of mineral oils, of which practically the same amount went out as in March of 1917, was worth $12,153,000 more.

But the two exports also show, when the decrease in total exports is balanced against the increase of agricultural shipments, that the March export of manufactured and miscellaneous products must have been $148,653,000 less than the year before. This means that food had priority with the restricted ocean transportation. The Government's report on the tonnage of vessels entered or cleared in our ports during February showed a decrease of 430,700 from 1917,

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or 15½ per cent. During the eight months ending with February, the decrease from the previous year was 3,173,505 tons, or 9⅜ per cent., and tonnage bound to or from Europe decreased 3,591,933 tons, or 29 per cent.

During the past nine months, exports of gold from the United States exceeded imports by $98,000,000. This was the largest surplus of gold exports on record for that period; even in the nine-month period from July 1, 1914, to March 31, 1915, covering the "war panic," gold exports were only $69,400,000 ahead of exports. On the present occasion, the heavy balance occurred almost wholly in July, August, and September of last year, in which three months the excess of gold exports was $96,200,000.

ALEXANDER D. NOYES

BOOKS OF THE WEEK

ESSAYS AND CRITICISM

"Alpha of the Plough." Pebbles on the Shore. Dutton. $2 net.
Berle, A. A. The World Significance of a Jewish State. Mitchell Kennerley.
Cram, R. A. The Great Thousand Years and Ten Years After. Boston: Marshall-Jones. $1.
Robertson, J. M. Shakespeare and Chapman. Dutton. $4 net.
Royce, G. M. The Notebook of an American Parson in England. Putnam. $2 net.
Stidger, W. L. Giant Hours with Poet Preachers. The Abingdon Press. $1 net.
Ward, W. Last Lectures by Wilfrid Ward. Longmans, Green. $4 net.

POETRY AND DRAMA

Anderson, S. Mid-American Chants. Lane. $1.25 net.
Collier, J. Shadows Which Haunt the Sun-Rain. Published by the Author.
Garesché, E. F. The World and the Waters. St. Louis: The Queen's Work Press. $1.
McCarthy, D. A. Songs of Sunrise. Little, Brown. $1.25 net.
O'Neil, D. A Cabinet of Jade. Boston: Four Seas. $1.25 net.
Roberts, V. H. Thaisa. The Torch Press. $1.50 net.
Tagore, Rabindranath. Lover's Gift and Crossing. Macmillan. $1.25.
Verhaeren, E. The Evening Hours. Translated by C. R. Murphy. Lane. $1 net.
Williams, J. L. Why Marry? New edition. Scribner. $1.50 net.

FICTION

Anonymous. Professor Latimer's Progress. Holt. $1.40 net.
Brown, A. The Flying Teuton. Macmillan. $1.50.
Cobb, I. S. The Thunders of Silence. Doran. 50 cents net.
Demens, I. He Who Breaks. Dodd, Mead. $1.50 net.
Duncan, J. A. It's Mighty Strange. Boston: Stratford. $1.50 net.
Gregory, J. The Joyous Trouble Maker. Dodd, Mead. $1.40 net.
Hall, A. B. The Little Red House in the Hollow. Philadelphia: Jacobs. $1.35 net.
Hay, J., jr. Mrs. Marden's Ordeal. Little, Brown. $1.50 net.
Lagerlöf, S. The Holy City, Jerusalem. II. Translated by V. S. Howard. Doubleday, Page. $1.50 net.
Le Gallienne, R. Pieces of Eight. Doubleday, Page. $1.40 net.
Ostrander, I. Suspense. McBride. $1.40 net.
Tales of Wartime France. Translated by W. L. McPherson. Dodd, Mead. $1.25 net.

HISTORY AND BIOGRAPHY

Barclay, T. Le Président Wilson. Librairie Armand Colin.
Chase, F. H. Lemuel Shaw, Chief Justice. Houghton Mifflin. $2 net.
Lunt, D. S. A Woman's War-Time Journal. Century. 60 cents.

SOCIAL SCIENCE

Cothren, M. B. The A B C of Voting. Century. 60 cents.
Schain, J. Women and the Franchise. A. C. McClurg. 60 cents net.

PHILOSOPHY AND RELIGION

Autin, A. L'Echec de la Réforme en France au XVIe Siècle. Librairie Armand Colin.

EDUCATION

Allen, N. B. South America. Ginn. 80 cents.
Kilpatrick, Van E. The Child's Food Garden. Yonkers: World Book Co. 48 cents.
Leake, A. H. The Vocational Education of Girls and Women. Macmillan. $1.60.
Lyman, E. A., and Darnell, A. Elemenary Algebra. American Book Co.
Parkman, F. The Oregon Trail. Edited by H. G. Paul. Holt.
Spencer, F. E. Trozos de Historia. Ginn. 80 cents.

THE WAR

Benson, E. F. Crescent and Iron Cross. Doran. $1.25 net.
Broun, H. The A. E. F. Appleton. $1.50 net.
Cable, B. Front Lines. Dutton. $1.50 net.
Cobb, I. S. "Speaking of Prussians." Doran. 50 cents net.
Coleman, F. Our Boys Over There. Doran. 50 cents net.
Cornet-Auquier, A. A Soldier Unafraid. Translated by T. Stanton. Little, Brown. $1 net.
Davis, W. M. A Handbook of Northern France. Harvard University Press. $1.
Driggs, L. La T. The Adventures of Arnold Adair, American Ace. Little, Brown. $1.35 net.
Ferrero, G. Europe's Fateful Hour. Dodd, Mead. $2 net.
Fiske, B. A. The Navy as a Fighting Machine. Second edition. Scribner. $1.50 net.
Gerard, J. W. Face to Face with Kaiserism. Doran. $2 net.
Gibson, P. Battering the Boche. Century. $1 net.
Grow, M. C. Surgeon Grow. Stokes. $1.50 net.
Harper, F. M. Runaway Russia. Century. $2 net.
Herron, G. D. Germanism and the American Crusade. Mitchell Kennerley.
Houston, H. S. Blocking New Wars. Doubleday, Page. $1 net.
Johnson, D. W. My German Correspondence. Doran. 50 cents net.
Kahn, O. H. Right Above Race. Century. 75 cents.
Keller, A. G. Through War to Peace. Macmillan. $1.25.
Latzko, Andreas. Men in War. Boni & Liveright. $1.50 net.
MacFarlane, C. W. The Economic Basis of an Enduring Peace. Philadelphia: Jacobs.
MacQuarrie, H. Over Here. Lippincott. $1.35 net.
Millerand, A. La Guerre Libératrice. Librairie Armand Colin.
Morris, R. T. The Way Out of War. Doubleday, Page. $1 net.
Morrison, M. A. Sidelights on Germany. Doran. $1 net.
Pinkerton, R. D. "Ladies from Hell." Century. $1.50.
The All-Highest Goes to Jerusalem. Translated by F. A. Dearborn. Doran. 50 cents net.
The Book of Artemas. Doran. 50 cents net.
Walcott, S. Above the French Lines. Princeton University Press. $1 net.
White, W. A. The Martial Adventures of Henry and Me. Macmillan. $1.50.
Wilton, R. Russia's Agony. Longmans, Green. $4.80 net.

JUVENILE

Ashmun, M. Stephen's Last Chance. Macmillan. $1.50.
Ellsworth, H. The Blue Jays in the Sierras. Century. $1.25.
Pearson, T. G. Tales from Birdland. Doubleday, Page.
Sidgwick, E. Four Plays for Children. Small, Maynard. $1.25 net.

MISCELLANEOUS

Barrett, H. J. How to Sell More Goods. Harper. $1.50 net.
Book Review Digest, 1917. Edited by M. Jackson and M. K. Reely. H. W. Wilson Co.
Farrington, E. I. The Backyard Garden. Chicago: Laird & Lee. $1.
The Post-Mark Collection Book of the United States of America. Montclair: Brother Cushman. $1 net.

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Summary of the News

THE fifth week of the great German offensive on the western front was marked by a resumption of the attack in the direction of Amiens and a closing in around the British base at Ypres. Attacking with infantry on a twenty-mile front, after a long lull in the fighting, the enemy captured Villers-Bretonneux, southeast of Amiens, making use of tanks in this movement, and Hangard, to the south, where the Americans helped the French in their defence. On April 26 British and French troops were forced to give up Mount Kemmel, and the Germans advanced along the canal toward Ypres. With the loss of Mount Kemmel, the evacuation of Ypres may be expected, since the British positions about Ypres are now in serious danger. Some of the London newspapers at this writing are apparently even preparing their readers for the loss of the Channel ports, among these being the *Times* and the *Evening News*. The Germans are now within two miles of Ypres, and the high ground is in their hands, while the British are back on the old lines where they stood in 1914. Gen. Foch is reported to value Hangard more than Kemmel, and his strategy is said to be unshaken. If rumors and unofficial reports can be credited, the present aspect of the battle may continue for several weeks, and the counter stroke may not be hastened until the number of the enemy's losses has grown even greater than at present. Premier Clemenceau, returning from a conference with Lord Milner on the Franco-British front, reported that conditions were satisfactory.

ENGLAND is undergoing a series of upheavals in Cabinet and Government positions that indicate the uncertain hold of the Lloyd George Government after the reverses on the western front and the Irish crisis. Lord Rothermere, brother of Viscount Northcliffe, has resigned his position as Air Minister, because of ill health; Northcliffe himself has given up his several positions; Baron Rhondda has tendered his resignation as Food Controller; Lord Milner has succeeded Lord Derby as Secretary for War; and J. Austen Chamberlain has become a member of the War Cabinet. Disapproval concerning the removal of Lord Jellicoe, Sir William Robertson, and Sir Hugh Trenchard from their positions in the navy, army, and air service is making itself felt anew, and charges of political blundering in handling the Russian revolution and in increasing the menace of the Irish situation are openly made. A. G. Gardiner, of the *Daily News*, plainly asserts that the Northcliffe-George alliance, with its "distrust of solid thinking" and "deep-seated defects of mind and character," is responsible for the disastrous strategy on the western front, the ominous position in Ireland, and the crisis in the air service, and rejoices that the Harmsworth bubble has burst at last.

ZEEBRUGGE and Ostend were raided by British and French naval forces, with the object of bottling up these two German submarine bases, when two old cruisers, filled with concrete, were sunk in the channel and the mole approach was blown up. Apparently, Zeebrügge has been temporarily shut off as a base for U-boats, necessitating the use of Ostend for operations against the Channel. German skirmishes against the Belgian coast and British efforts near Heligoland were reported, without news of definite accomplishment. The weekly report of British shipping losses has ceased, and the Admiralty will issue monthly reports hereafter.

IRELAND continues to be a storm centre of British politics. While it is reported in Nationalist circles that an Order in Council will be signed enforcing conscription in Ireland before Home Rule is granted, it is clear that the combined opposition of the Catholic hierarchy, the Nationalist party, and the Sinn Feiners is making itself felt. T. P. O'Connor, the Irish Nationalist leader, who is now in Washington, has conferred with Lord Reading, the British Ambassador, but has given out no official comment. Unofficially, he called Irish conscription madness that would require the diversion of a large body of troops from the western front to face a people united as never before. The fund for fighting conscription has reached huge proportions, but passive resistance continues to be the policy advocated, with possible action regarding the using of the food supply as a weapon. Diarmid Lynch, the Sinn Fein Food Controller, has been ordered deported, and will be returned to America as an American citizen.

RUSSIA once more comes into prominence in the report of a counter-revolution in Petrograd and the rumor that the former Czarevitch has been declared Emperor, with his uncle, Grand Duke Michael, as regent. Earlier word had come that British, French, and Bolshevist forces had combined in Finland to fight the White Guards there and protect Murmansk, the terminus of the railroad to Petrograd. German troops have penetrated fifty miles beyond Helsingfors in Finland, and seem to be working with the moderate parties there. In Poland and the Ukraine German advances continue, and in Russia itself German forces are near enough to Petrograd to take possession at any time. The capital could now be taken from the southwest as well as by the troops working through Finland. In Siberia, the question of Japanese intervention has probably led to the resignation of Viscount Motono, Japanese Minister of Foreign Affairs, who was succeeded by Baron Goto. The appointment of Baron Goto, who has shown a friendly understanding of the policy of the United States in the past, is a clear indication of Japan's intention to work in close harmony with our Government in maintaining an attitude of friendship and helpfulness towards the Russian republic, and a distinct recognition of the wisdom and justice of President Wilson's diplomacy in opposing intervention in Siberia. In the Transcaucasus the Turks have pressed on from Batum to Kars, capturing the fortress and 860 guns. Finland and Sweden have had no telegraphic communication with Russia in three weeks, so that rumors of changes in the Russian situation are unconfirmed at present.

HOLLAND, in addition to her shipping troubles with the Allies and her food troubles at home, is now engaged in a grave dispute with Germany about the transporting of sand and gravel through Holland to Belgium. The Allies recently stopped this, as they declared the quantities transported exceeded the needs of the Belgian roads, and that the excess was used as war material by Germany. The Dutch Minister at Berlin and the German Minister to the Netherlands have returned to their respective homes for consultation. Official Allied circles in Holland consider the situation as serious, but not alarming.

FOOD and the food situation loom large in the week's news. In France three meatless days have been officially announced, as the reserves of frozen meat have dwindled. The Italian Food Controller has been in France to confer with the Premier and the French Minister of Provisions on the provisioning of Italy. In Holland, the handling of the food distribution situation has weakened the position of the Government. The German official statement of the Reichstag Food Council declared against reductions of the bread ration, as grain from the Ukraine is solving the problem. In the United States, Food Controller Hoover has asked Americans to discontinue the use of grain until the next harvest, if possible, because the facilities for shipping food have grown more restricted, and has advised the use of milk, butter, cheese, and potatoes as substitutes.

THE United States this week has seen the culmination of several trials and indictments under the Espionage act. A sensational climax to the trial of thirty-two Hindus in San Francisco charged with attempts to provoke mutiny in India was the shooting of one defendant by another, who was in turn at once shot dead by a United States marshal. Later twenty-nine of the defendants were found guilty of conspiracy. In New York the trial of four members of the staff of *The Masses*, a radical monthly that has gone out of existence, for conspiracy against the Government, ended in a disagreement and discharge of the jury after forty-two hours' deliberation. Mrs. Rose Pastor Stokes, a well-known Socialist, was indicted by the Federal grand jury at Kansas City for violating the Espionage act on three counts. President Wilson, in a letter to Senator Overman, expressed opposition to Senator Chamberlain's bill to punish spies and disloyalists by court-martial, characterizing the measure as unnecessary, uncalled for, and unconstitutional.

THE Balkan front was marked for a diversion by the Allied forces, in order to keep the Central Powers from sending Bulgarian troops to the western front. British, French, Servian, and Italian troops attacked the Turkish and Austrian armies without decisive results anywhere.

LABOR continues to concern itself seriously with the case of Thomas J. Mooney, and Mr. Samuel Gompers, president of the American Federation of Labor, has warned the unions that a sympathetic strike would endanger war work. Mooney himself has sent telegrams to labor organizations throughout the country, urging that the movement for a general strike on May 1 be dropped. In London the delegates of the A. F. of L. who are visiting England with the American Labor Mission, met with representatives of British labor to ascertain how far American and British labor agree as to war aims. Arthur Henderson, leader of the British Labor Party in the House of Commons, advised making use of political weapons to end the war, and again advocated an international Labor and Socialist Conference, to include representatives from enemy countries, for the discussion of a possible peace.

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History Teaching and International Friendship

By JONATHAN F. SCOTT

IN an article on "Education and National Spirit" in the *Nation* for December 13, 1917, Professor Judd discusses the question of nationalizing the public school. There has been too much easy-going cosmopolitanism in American education, he points out, and he asks the country "to work out a new type of instruction in nationalism." Paranoiac Germany, he admits, stands as a horrible warning against over-nationalization, but he asks us to take counsel of France. He is confident that radical change impends. "Some time during the war or shortly thereafter," he says, "America will discover its school system."

Whether or not education should be more nationalistic than at present depends largely, it seems to me, on the world situation after the war. It is of the nature of education to build for the future rather than to meet present emergencies. This is not to say, of course, that children cannot be taught habits of thrift in regard to money or food, which will be of value in the immediate crisis. But in general the political and social results of a given type of instruction are reaped some time after that type is introduced into the schools. He who would reform education ought therefore to look far into the future and attempt to understand its probable needs.

If Germany should realize her Pan-Germanic ambitions, and the rest of the world had perforce to look forward to an inevitable renewal of the conflict of to-day, then it would behoove America to develop a highly nationalistic type of education. Such a type would be necessary in order to lay the psychological basis for coming crises. The importance of national morale was never more clear than it is to-day; and national morale, as France and Germany have shown, can be effectively built up in the schools.

If, on the other hand, the Allies are able to realize the aims set forth by President Wilson, if the League of Peace becomes a reality, if the foundations of a sound and healthy internationalism are laid, then a highly nationalistic type of instruction would prove obstructive. The need would be for education calculated to strengthen friendship among the nations. It would therefore be unfortunate if, under the influence of the excitement attendant on war, radically nationalistic changes should be made in our school system, which it would later be difficult to undo.

It is, however, practically certain that it is to the interest of the world that the present friendship among the Allies should be perpetuated. Mutual confidence among these countries is essential to the establishment of any international arrangements looking towards the permanent preservation of peace. In this connection arises the problem of our relations with Canada; and it is the bearing of education on this problem that I wish particularly to consider in this brief paper.

No official expression of esteem can conceal the fact that until recently there existed a slight lack of cordiality in the relations between Canada and the United States. This feeling was largely due to certain underlying prejudices fostered by unfortunate tendencies in education on both sides of the boundary line. Such tendencies are of greater effect than is generally realized. It may be argued that from the point of view of international relationships it matters little what children are taught in school, as they forget most of it, and only grown persons count in the body politic. On the contrary, it matters much. If facts are forgotten, points of view remain; and for the mass of the people the precepts of childhood become the axioms of manhood. Even those who react against the environment of their youth cannot free themselves completely from the trammels of early association. Inasmuch, therefore, as international relationships are far more dependent than they used to be on popular opinion in the nations concerned, it becomes important that school-books should not be thoughtlessly allowed to mar the friendship of countries which ought to be on the best of terms.

School-books have influenced unfavorably the friendship between Canada and the United States. School histories, especially, have tended to perpetuate antagonisms between the two, originally growing out of the American Revolution and the War of 1812. The difference in point of view between the Canadian and the American writers of texts may be easily illustrated. For example, one of the striking, but relatively minor, incidents of the Revolution is referred to in McLaughlin's "History of the American Nation" (p. 171 and index) and in Montgomery's "Leading Facts of American History" (edition of 1910, p. 163 and index) as the "Wyoming Massacre." Clement's widely used "History of the Dominion of Canada," however, gives a very different impression of the event. "This has been called by American writers 'the massacre of Wyoming,'" he says, "but Loyalist writers emphatically assert that none but armed men were slain" (p. 115). It is obvious that if the incident was not a massacre it ought not to be referred to as such in American textbooks. Furthermore it is very possible that the account could be omitted altogether without real loss to the student.

The divergence in point of view is even more strikingly illustrated by certain comments on the Tories. Especially outspoken is the American textbook writer, Muzzey, who says that

> in the breasts of the American patriots the thought of the Tories roused bitter memories. It was not alone their jibes and insults, their vilification of the character of Washington and his associates, their steady encouragement of desertion and mutiny in the American army, or their own appearance in the uniform of the King's troops. Congress remembered how, in the dark winter of 1776, when Washington was vainly imploring the farmers of New Jersey for food for his destitute soldiers, the Tory squires of the State were selling Lord Howe their rich harvests at good prices, to feed the British invaders.

He goes on to state that the country was unwilling, after the war was over, to recompense men "whom even the careful tongue of Washington called 'detestable parricides'" ("An American History," p. 153).

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To Clement, however, the Tories are by no means "detestable parricides." "On the part of the successful United States," he says, "there was an utter absence of generosity to their vanquished opponents. By the treaty of peace, indeed, Congress engaged to recommend to the State Legislatures that the property of all British subjects who had not borne arms against Congress should be freely restored, and that all others should receive back their estates on payment of the price for which they had been sold. This article of the treaty was practically a dead letter. Those who had cheaply purchased the property of Loyalists were not inclined to give it up, and the State Legislatures declined to repeal their various confiscation acts. There seems, in short, to have been an angry determination everywhere to prevent those who had opposed the setting up of an independent national existence from now becoming citizens of the new republic" ("History of the Dominion of Canada," p. 122). Clearly the American boy who happens to use Muzzey's book is likely to absorb the idea, which will remain with him long after the facts he has learned have passed out of mind, that the Tories were a pretty bad lot, while the Canadian youth is impressed with the injustice of the United States towards them.*

Why perpetuate these antagonisms? The best historical scholarship in the British Empire and in the United States has long outgrown them. True scholarship always aims to free itself from prejudices, and the historical research of the last quarter century has developed a close sympathy between British and American investigators. If the spirit of this research could be made to permeate the textbooks it would do much to strengthen permanently the friendliness between the United States and Canada. The work of developing greater sympathy through education might possibly be begun by the American Historical Association. Its membership is drawn from Canada as well as from the United States. Its ideal is impartial historical scholarship. The investigations of some of its leading men have already done much to show the irrationality of certain of those popular prejudices which have found their way into the textbooks. It could not, of course, force action, but it might recommend certain books as least likely to foster irritation, as most likely to strengthen sympathy. It might suggest revision of texts now in use. It could reasonably expect coöperation on the part of the writers of school histories, for these have not been actuated by deliberate desire to mar international good feeling, but have simply accepted traditional points of view. The society might make suggestions perhaps as to how to deal with delicate points. Such suggestions would certainly influence many principals of schools and teachers of history. Thus gradually could be laid firm psychological foundations for lasting friendship between our country and our neighbor to the north, whose relations with us, by reason of our common social and political ideals, ought to be of the closest.

*At the Conference on the Foreign Relations of the United States, held at Long Beach, N. Y., on May 31, 1917, Mr. S. K. Ratcliffe, of the *Manchester Guardian*, spoke as follows:

"To an Englishman perhaps the most striking fact of the moment is that, while America and England are allies for the first time, they are not yet friends. There is an amount of misunderstanding, and I think a feeling of hostility, between the two peoples such as an Englishman does not understand until he comes to this country. We are told that a good deal of it is due to the teaching of history in your schools. Too many Americans assume that we English are still in the position of George III and his Ministers; that we have not moved since the eighteenth century. You do not, I think, realize that most English children are taught one chapter of our Imperial history from the American point of view; are made to realize that the rulers of England were wrong and the inhabitants of the thirteen colonies were right."

Teaching by Lectures

By LANE COOPER

IF it is proper to say so, I am one who believes in an occasional stimulating lecture on a literary topic or the like, for the purpose of arousing the latent interests of the pupil; his attention must be caught, and his energies aroused, by every legitimate device. Once caught and stirred, his interest and energies may be profitably directed into channels they never might enter of themselves. But it does not follow that the teacher should for ever be striving to win an attention that has once been fairly caught. Indeed, the constant use of lectures as an instrument of education to which all other instruments are made subordinate is, when we come to think of it, little short of grotesque. When, we may ask, will there be an adequate opportunity for the pupil to become self-active, if he is mainly taught to listen and copy? Especially ridiculous is the practice of lecturing to the sophomores and freshmen in our colleges and so-called universities as if they really were mature university students. In reality they have not, as compared with students of like age on the Continent, advanced beyond the stage of preparation represented by the last two years of a German *gymnasium* or a French *lycée;* not to speak of the manifest inferiority in attainments and critical ability of our juniors and seniors in comparison with Continental students when they reach the great European universities. How preposterous, then, is the tendency to introduce teaching by lectures into our preparatory and high schools!

In these remarks I have had specially in mind the practice of lecturing on English authors and on the history of English literature. Accordingly, three of the four passages which follow are chosen from writers whose position in the history of English literature lends a special force to what they say. I will give all four of them without further preamble; except to note that, so far as I am aware, the utterances of Dr. Johnson and the poet Wordsworth on this topic have never before been brought together, though the resemblance between them is singularly close; and that I have used the quotations from Wordsworth and Goldwin Smith on a previous occasion for a similar purpose.* The passage from Hilty may serve to recall a writer, of eminent good sense, who is perhaps less frequently read to-day than was the case fifteen or twenty years ago.

Talking of education, "People have nowadays," said he, "got a strange opinion that everything should be taught by lectures. Now I cannot see that lectures can do so much good as reading the books from which the lectures are taken. I know nothing that can be best taught by lectures, except where experiments are to be shewn. You may teach chymistry by lectures—you might teach making of shoes by lectures!"†—*Samuel Johnson.*

As to teaching belles-lettres, languages, law, political economy, morals, etc., by lectures, it is absurd. Lectures may be very useful in experimental philosophy, geology, and natural history, or any art or science capable of illustration by experiments, operations, and specimens; but in other departments of knowledge they are, in most cases, worse than superfluous. Of course, I do not include in the above censure "college lectures," as they are called, when the business consists, not of haranguing the pupils, but in ascertaining the progress they have made.‡—*William Wordsworth.*

*See *Cornell Alumni News*, May 17, 1917, p. 377.

†Boswell's *Life of Samuel Johnson*, Oxford Edition, 1904, 1. 337. The year, as noted by Boswell, is 1776.

‡Wordsworth to Lord Lonsdale, June, 1825; in *Letters of the Wordsworth Family*, ed. Knight, 2. 259-260; see my *Methods and Aims in the Study of Literature*, p. 62.

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I try to keep [the President] from spending more money in flashy public lectures (of which we have far too many already) and other unsubstantial things, and to get him to turn all his resources, limited as they are, to the provision of means for hard work. . . .

Curtis and Lowell come to lecture next term. I regard their arrival socially with unmixed pleasure; academically with mixed feelings. They will both be most brilliant I have no doubt; and the more brilliant they are, the less inclined our boys will be after hearing them to go back to the hard work by which alone any solid results can be attained. . . . The lesson of thorough, hard study is the one which these people have to learn. They will listen to Curtis, Lowell, and Dwight generalizing on their respective subjects, without knowing any of the facts on which the generalizations are based, and go away fancying themselves on a level with the most advanced thought of the age.*—*Goldwin Smith.*

Finally, in this enumeration of the things which waste one's time, I may add that one must not permit himself to be overburdened with superfluous tasks. There are in our day an infinite number of these—correspondence, committees, reports, and, not the least, lectures. All of them take time, and it is extremely probable that nothing will come of them. When the Apostle Paul was addressing the Athenians, he remarked that they did nothing else than to hear some new thing. It was not the serious part of his address, or its spiritual quickening, to which they gave their attention; it was its novelty. And the outcome of his sermon was simply that some mocked, and the most friendly said with patronizing kindness: "We will hear thee again of this matter." Indeed, the reporter of the incident finds it necessary to mention expressly that one member of the Athenian city-council, and one woman, in the audience received some lasting good from the Apostle's address. How is it, let me ask you, with yourselves? Have the lectures which you have heard been to you in any way positive influences of insight and decision, or have they been merely the evidences of the speaker's erudition?*—*Carl Hilty.*

*Goldwin Smith to Charles Eliot Norton, Ithaca, March 10, 1869; in the letters reprinted in the *Proceedings* of the Massachusetts Historical Society, December, 1915, pp. 148-149.

**Happiness. Essays on the Meaning of Life.* By Carl Hilty, Professor of Constitutional Law, University of Bern (tr. Peabody, New York, 1903), pp. 91-92.

Scientific Progress and University Government

By FRANZ BOAS

THE establishment of our universities and of institutions devoted to science and art is almost entirely due to the generosity of individuals who appreciated the importance of scientific and artistic advancement, and who gave or bequeathed large funds for these purposes. Only much later were these institutions supplemented by others maintained by public funds. The amount of private funds that is being given to institutions already established and that makes possible the foundation of new ones is constantly increasing. Thus it happens that almost the whole development of higher education and of scientific work is in the hands of trustees, whose primary function is the administration of the funds by which the institutions are maintained. It is but natural that the trustees of each establishment should devote thought and energy to what they consider best for the particular work in their charge, and that coördination of various institutions and the wider interests of education should receive only scant consideration. The general conditions of scientific work exhibit clearly the effects due to this lack of systematization. Duplication of work and wide gaps in the organization of scientific enterprise are the rule. Personal interests of wealthy donors, or energetic presentation of the claims of certain subjects by able representatives, determine the development of the various branches of knowledge. A careful weighing of the claims of those subjects which are of importance, but which do not attract particular public attention, or which are as yet in the infancy of their development, is almost impossible. It is, for instance, striking that, with the great importance of a more intimate knowledge of eastern Asia, no serious effort has yet been made to develop a centre in which matters pertaining to this subject can be studied. It is quite clear that the chance establishment of a single professorship, or the development of East Asiatic collections in a single museum, cannot solve this problem, but that systematic efforts have to be made to attract able young men to work of this type, and that the patient development of an institution planned on a large scale will be necessary. Conditions are similar in regard to our knowledge of the Slavic peoples of Europe. In the domain of science the most abstract subjects, which have only slight relation to practical questions, find difficulty in receiving adequate attention.

It is also due to this fact that we have so many instances of enthusiastic beginnings of inquiry in some line of scientific investigation, followed by discontinuation as soon as the most striking results have been attained. Permanent exhaustive work is not ordinarily undertaken, unless it happens that there exist institutions founded for one particular purpose only; institutions like, for instance, the branches of the Smithsonian Institution, those of the Carnegie Institution, astronomical observatories, and biological stations.

A study of the situation in the whole field shows clearly that intolerable conditions result from the present lack of coördination of scientific agencies and of institutions devoted to higher education, and from the complete abandonment of these interests to isolated boards of trustees. However well meaning such boards may be, they must necessarily shape their course in accordance with conditions in the institutions in their charge, not with a view to the needs of the nation. It seems indispensable to devise some method by which the individual institutions can be made to serve the whole community.

It must not be forgotten that these private institutions fulfil functions of vital interest to the nation. If, therefore, the existence of a large number of independent boards of trustees leads to an inadequate performance of their duties, the public has the right to seek a remedy for such unsatisfactory conditions. The position is somewhat analogous to that of public-service corporations, whose activities also need control, and are controlled, according to the requirements of public life.

As a matter of fact, the boards of trustees not only administer the private funds left in their charge, but also receive assistance from public funds in the form either of remittance of taxation or of appropriations from public funds, which are placed at their disposal and expended without corresponding public control.

The attempts that have been made to contribute to the solution of this problem by the establishment of a Museum Association and an Association of Universities are quite

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inadequate. These bodies lack the power of deciding the policies of the individual institutions.

It goes without saying that such coördination as is here advocated should not consist in a standardization of higher education under state control. The freedom of the individual institution as well as that of the individual teacher is an essential condition for sound work and must be jealously guarded. While an orderly procedure in the development of the field of education is necessary, methods and ideals of the teacher must be free. State-controlled ideals of education are perhaps even less endurable than control by current public opinion as expressed in the point of view of boards of trustees.

No less important to the nation than the general planning of the work of these institutions is the general administrative policy pursued by them. There still survives from early times the idea that their whole work is done at the pleasure of the trustees. The selection of the field of activity within the limits of the endowment depends upon the trustees. At one time the energies of the institution may be devoted to the advancement of learning; at another time they may be directed to the development of elementary public instruction. There is constant danger of discontinuity of policy, due largely to the peculiar relations between the trustees and the administrative officer in charge of the institution, who is appointed by the board of trustees, and whose personal views are therefore likely to determine the work of the whole establishment. Those who are familiar with the work of American institutions of learning will readily recall numerous cases of complete changes of policy that have been very detrimental to the development of scientific activity.

Closely connected with this condition is that of the insecurity of tenure of members of the staff. Haphazard changes of policy are likely to lead to conflicts and to undesirable interference with the freedom of action that is indispensable to the seeker for truth. According to the statutes of most institutions and universities, officers may be appointed and removed by the trustees according to their pleasure.

The development of our public-school system shows clearly that this principle of administration is not in conformity with the best interests of the community. In those States in which educational administration has advanced to higher levels, laws have been passed which secure the tenure of office of teachers in the public-school system, so that they cannot be removed without charges being preferred and without proper investigation of such charges. If we are ever to develop a body of investigators and teachers of high character, it is absolutely necessary that the power of arbitrary removal exercised by the trustees should be ended. As a matter of fact, there is a peculiar contradiction in modern conditions, in which university teachers and museum officers hold office at the pleasure of the trustees, but at the same time are entitled to a pension on reaching a certain age limit. It is true that great care should be taken in protecting scientific positions against the accumulation of men who are incapable of a proper performance of their duties, but proper precautions should be taken before permanent appointments are made. After such appointments have been made, the greatest possible security of tenure of office is indispensable for the development of a body of men who will perform the high duties that are expected of them. The most serious effect of the subjection of the investigator or teacher to the pleasure of the trustees is the creation of an unhealthy atmosphere in the life of scientific institutions. Consciously or subconsciously, it calls forth the ever-present doubt in the minds of the officers whether their activities, the results of their inquiries, or the field of their work may be agreeable to the governing board—a mental attitude that is fundamentally opposed to the development of a true scientific spirit and to that stanch independence of thought that is the first requisite of the true scientist and of the teacher who is to instil into the minds of his students his enthusiasm for the search after truth.

The general feeling of uncertainty engendered by the dependence of the officers upon the good will of the trustees has a retarding effect upon healthy scientific thought, even where actual interference is not attempted. It is an undeniable fact, however, that in a number of institutions inquiries have been conducted by the governing boards looking into the orthodoxy of the conclusions reached by the investigator or of the subject-matter taught—investigations which in certain cases have led to the dismissal of officers.

It has taken many years for the natural sciences to obtain complete freedom of investigation, regardless of any conflicts that might arise between their researches and current opinions of the day. At the present time nobody would advocate a policy by which the investigator in pure science would be prevented from furthering his inquiries, wherever they may lead, and from applying the result of his inquiries in public life. Not so, however, with the sciences that deal with the mental activities of the individual and of society. The freedom of the investigator to carry on his researches without regard to current opinion and to apply his results in public life is not recognized. The problem is the same as the one that confronted science in earlier times, when the same kind of objections were raised to freedom of scientific investigation in the domain of the natural sciences as are now placed in the way of the investigator who deals with the activities of mankind.

We may then ask by what methods the present difficulties are to be overcome. The interests of science and education demand that the officers of scientific institutions be so placed that no consideration of dependence upon governing bodies should restrict their freedom of thought and expression. Whatever control may be needed to protect the institutions from the vagaries of irresponsible individuals should be exercised, not by discipline of an appointing body, but by proceedings of judicial character, conducted by the officers.

The important problems arising from the isolation of the institutions cannot be overcome by voluntary coöperation of different boards of trustees alone. It is true that financial problems of great magnitude are involved in the national organization of scientific work, but of even greater magnitude are the scientific problems involved. It would therefore seem that a feasible solution would lie in the establishment on the one hand of a central organization, in which should be represented the financial interests of endowed institutions, for the solution of financial problems; on the other hand, of a technical commission composed of representatives of the various branches of science, for decision of scientific problems. In addition to this, we need legislation defining on a new basis the rights of trustees of endowed institutions and of the men who are carrying them on.

Once such a policy has been inaugurated, those institutions the trustees of which, by their charters, enjoy greater privileges will be compelled by the course of events to shape their course accordingly, and to accept those limitations that the advance of our social conditions makes necessary.

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REVIEWS

Education

THE conception of secondary education as a potent means of advancing the mental growth and development of adolescents has produced much significant literature; it has become necessary to coördinate and sift the numerous contributions available. A discriminating performance of this task characterizes "The Principles of Secondary Education," by Alexander Inglis, assistant professor of education at Harvard (Houghton Mifflin; $2.75). The industry of the author in culling from theoretical treatises the consensus of prevailing educational thought, and in substantiating his arguments by a great series of tabulations and graphs, makes the book valuable as a repository of current discussion. Admirable is his arrangement and treatment of the chapters on The Mental and Physical Traits of the Secondary Pupils, and the Causes of Individual Differences among them, his historical survey of the Development of Secondary Education here and abroad, his conscientious summary of utterances on the values attaching to specific subjects in the curriculum of the secondary school. It is indeed reassuring to find him suspicious of results based on "The Theory of Saltatory Development" and on psychological introspection because of the unreliability of the available data (p. 63). Of questionable merit are chapters 9, 10, and 11, devoted to the so-called socialization of the teaching as a whole; why, to indicate the various aims of secondary education, does he employ such a nomenclature as these hyphenated terms: social-civic, economic-vocational, individualistic-avocational aims? They do not advance our conceptions, seem unduly ponderous, unnecessary in fact; one is almost tempted to believe that the train of thought in these chapters was forced artificially into the general scheme, so finical and constrained is it. Why, for instance, substitute the "individualistic-avocational" for the perfectly unambiguous and simple term "cultural"? It is redolent of academic convention, too, to discuss successively an "adaptive, an integrating, a differentiating, a propædeutic, and a diagnostic function" of secondary education. Why these elaborate distinctions and formulations in the face of "our present lack of social, economic, physiological, and psychological data" (p. 387)? Why, again, in the section on "transfer of improved efficiency" the attempted compromise between the views of Thorndike and Judd? But these are not fundamental blemishes; the book as a whole is a work admirable in scope and in grouping, and it has the distinct advantage of being couched in clear language; somehow Mr. Inglis's antecedent training discloses itself in his effective use of the vernacular.

MR. HENRY EASTMAN BENNETT'S plan of unifying fragmentary discussions on education into valuable data gives scientific value to what would otherwise have little value. "School Efficiency" (Ginn; $1.25 net) has in mind the average school of average opportunities and teachers of average ability—in short, the community school, "where by far the greater part of American teaching and learning is done." Material equipment, supervision of the health of pupils, the teacher's problems of incentives, penalties, constructive government, her rights and duties, the school's relation to the community, furnish the setting for the author's discussion. Efficiency means economy as seen in results, the test being the success of the individual pupil in getting along with his fellows and in making adjustments which will promote the welfare of the social group, his attitudes of sympathy, justice, and coöperation being more promising for good citizenship than are academic attainments.

MR. V. SEYMOUR BRYANT'S "The Public School System" (Longmans, Green; 50 cents) was published for the Committee on the Neglect of Science. The author, writing from the point of view of an Englishman, feels that the present world war is only preliminary to an even greater industrial conflict—a keen competition for the markets of the world; and since in this conflict victory will come to that nation whose youth have been most efficiently trained, the education of the next generation ought to be considered as most vital. The writer feels that in a boy's education to-day two years are lost, and that such training as he receives results in intellectual apathy. As a remedy he urges the study of science, which gives definite ways of thinking, humility of mind, and, above all, training for national supremacy. Lack of this training is directly responsible, he says, for the loss of thousands of English lives and millions of pounds during the last three years when raw materials were allowed to slip into Germany. Again, through this same ignorance of science we have been hopelessly dependent upon Germany for what we might have manufactured ourselves. A fitting summary of this book is given in the author's words, "The waste in the teacher's workshop is the lives of men."

IT is evident that "The Science and Art of Teaching," by Daniel Holford La Rue (American Book Co.), has grown out of the writer's experience in the professional training of students; bits of daily experience through years of work are here synthetized into an orderly whole. Teaching is becoming more efficient and earning its rank alongside the other professions, because its workers are gauging their efficiency by the results of school and classroom tests, based on the methods of science. Teachers are coming to realize that their work must first of all be adapted to the learner. The argument in the chapter on educational ideals is set forth convincingly. At the close of each chapter is a brief, pertinent bibliography, and at the end of the book a longer, more comprehensive one. There are also suggestive topics which will furnish a basis for fruitful discussion.

MISS KATE GORDON'S "Educational Psychology" (Holt) was written for students of pedagogy in colleges and normal schools, its aim being to give an idea of growth in child psychology. Certain experiments along the line of memory and reasoning—the author's contribution—are given in detail; the last three chapters, studies in the teaching of language, arithmetic, and drawing, show the application of the theories of the book. The principles of psychology have been developed away from practice; principles of education, too, have grown up in isolation from any scientific basis; Miss Gordon has succeeded in relating the two, making them helpful in furnishing evidence on pedagogical matters. The school thus becomes a laboratory for experiment in interpreting children; and so the problem of education becomes really the problem of interpreting experience.

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THE "Life of Naomi Norsworthy," by Frances Caldwell Higgins (Houghton Mifflin; $1.50 net), will be welcomed by the thousands of teachers who came under Miss Norsworthy's cherished influence; for it will help preserve for them the memories which they hold dear. It will be useful for many others as a picture of sagacious helpfulness and ready devotion to every human being. Miss Higgins shows well how the undefinable charm and magnetism of Dr. Norsworthy's personality was essentially due to the fact that she unerringly perceived and intimately accepted the interests and attitudes of every pupil and associate, and so really lived her life in others. It would be useful to many teachers, clergymen, and social workers, perhaps, to study this life of one who taught without ever trying to show her pupils how much she knew, who cured souls and took no credit for it, who relieved and comforted without intrusion.

THE design of Prof. Ernest Carroll Moore's book, "Fifty Years of American Education" (Ginn), makes its brevity an excellence. The growth of schools before the Civil War, especially in New England, the prominent figures of Carter, Mann, and Barnard, the starting of great educational plants which have now become nation-wide—all these the author has sketched in their variety and their unity. In the last chapter he indicates the more important events of our recent educational progress: the establishment of kindergarten schools; uniform grading in our public schools; State and Government supervision of education; the growing interest in sociology and the pragmatic philosophy, Dewey, Hall, and Thorndike being leaders and inspirers in these forward movements. In his enthusiasm for this modern spirit the author has given too little credit for reforms which the past really initiated. But the book admirably carries out his aim of giving a sketch of educational progress in the United States during the last fifty years.

MR. SYDNEY G. FISHER'S little book on "American Education (Badger; $1.25 net) is written for the plain citizen who finds himself a little bewildered concerning our colleges by what he reads in the newspapers. A college trustee of long experience, upon which he has very evidently reflected conscientiously and to good effect, Mr. Fisher holds no brief; he examines the matter calmly and states his conclusions plainly. Obviously, he holds, the college cannot be so bad as some of the more sensational attacks upon it would make out. American boys are, to be sure, slow in getting started, they are crammed with too much information and subjected to too little discipline. The author has his fun with American education for its habit of rushing madly from one extreme to another, as well as with some of the "practical" men who would either abolish or too mechanically "standardize" the college. His doubts are the doubts of most sensible men—that the educational millennium is not to be presently ushered in by merely adopting new subjects; but just how the better teachers, the more enlightened community, more rapid and more intensive self-training in the old subjects are all going to be brought into being, he seems no more certain than the rest of us.

"AT the beginning of the war England apparently almost wrecked her schools, and is slowly repairing the mistakes of hurried action in suspending the attendance laws. France is saving her schools that the nation may go on after the war. It remains for America to use the war to make better schools." Such is the thesis of "Our Schools in War Time—and After," by Arthur D. Dean (Ginn; $1.25). His treatment of it does not make so clear a division between the two parts suggested by his title as would be desirable, and, in fact, is devoted mainly to the first one. He stresses study of the causes of the war and war-emergency work, like gardening, designing posters, selling thrift stamps, and helping the Red Cross. His perspective, however, is longer than his accumulation of these details would imply. He opposes hasty conversion of school buildings into places for war work, and he warns against lowering standards of education. He is emphatic upon the folly of diverting industrial schools from "their rightful purpose of giving industrial education" to producing merely. And he insists that we look into the real value of military training for schoolboys "before we adopt in a wholesale fashion obsolete militarism." Another general work upon schools is "The School as a Social Institution," by Charles L. Robbins (Allyn & Bacon), which describes itself as "an introduction to the study of social education." Persons who think of a school as merely a place where children study and recite will be enlightened by seeing what it can be as a social and moral centre for the community. This book is both historical and expository and a fairly comprehensive presentation of theory and practice. The topics it treats range from social ideals to private schools and methods. Bibliographies and an index add to the usefulness of a volume that not a few educators need to dip into. More limited in scope are "Rural School Management," in the Teacher Training series, a textbook with references and exercises, by William Albert Wilkinson (Silver, Burdett), and "Open-Air Schools," a bulletin of the Bureau of Education, by Sherman C. Kingsley and F. B. Dresslar.

IT looks as if the children of England are to have a dose of cosmopolitan education after the war, if we may judge from "Education after the War," by J. H. Badley, headmaster of Bedales School (Longmans, Green). The most discouraging thing about Cosmopolitan Educators is that their ideas are neither simple nor effective. They assure us that the new ideas are certain to give amazing results, but they never show how their experiments can be carried out by human teachers on living children. The present example of cosmopolitan pedagogy is marvellously comprehensive and cunningly schematic. Education becomes a great and complicated game in which children march from square to square under the push of the expert commanding each move. At the end of the game each young person is either skilled in the trade or profession for which he was designed by Providence or by the Psychologist, or he is passed on to life "with the fullest use of his intellectual ability."

"MEMORIES of Eton Sixty Years Ago" (Dutton; $3.50 net) is a fascinating title, even for Americans who have no personal or national associations with that famous school. The bulk of the book is written by Arthur Campbell Ainger, who speaks from abundant inside knowledge. A few chapters are contributed by Neville Gerald Lyttelton and John Murray. The account, rather scrappy as a whole but entertaining, is distributed under various heads. The Eton described was in a state of transition, but still showed the picturesque qualities of the ancient régime. The

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methods of instruction and the manner of life might seem strangely inefficient to our modern notion and do indeed seem so to the authors of the book; yet, somehow, the school succeeded in turning out thoroughly drilled scholars and great men.

FRANK AYDELOTTE, as secretary of the Association of American Rhodes Scholars, has made a place for himself as interpreter of Oxford to this country, and the first essay of his new book, "The Oxford Stamp" (Oxford University Press; $1.20 net), is a pleasant account of undergraduate life as he saw it, with an indication of what features might be adopted profitably in our own universities. But Mr. Aydelotte is also a professor of English, and the greater part of his volume deals with the problem of instruction in that field, which, like the poor, is always with us. The question he presents is this: The discipline obtained in the English schools and universities from the classics we get but slightly, and are likely to get in still diminishing measure; how can English be taught so as to supply this intellectual training? It may be doubted whether any method of teaching English alone can quite accomplish the end desired by Mr. Aydelotte; but the method he proposes is certainly better than that now commonly in use, and is probably the best possible substitute that can be devised for the Oxford discipline. His plan is to start freshmen with such authors as Newman, Arnold, Huxley, Ruskin, and Carlyle, and to lay all the emphasis of instruction on the ideas, social, ethical, and philosophical, which give meaning to their work. Throughout the course he would keep to the few great men who count intellectually. In composition he would have the students work on themes connected with these authors, so that the courses in literature and rhetoric might coincide, instead of being utterly disjoined, as is now so often the case. The book as a whole should be read by all our English faculties. It will stimulate even where it may not entirely convince. We should add that Mr. Aydelotte writes with an ease and grace not too common in the profession.

The Classics

PROF. LANE COOPER, of Cornell, who as a teacher has done pioneer work in using the classics as a propædeutic, so to speak, to the study of modern literature, has brought together a volume of select essays and extracts dealing with "The Greek Genius and Its Influence" (Yale University Press; $3.50 net). We believe that Mr. Cooper has been misled in assigning so high a place to Boeckh's essay on "The Nature of Antiquity." Naturally, any work of such a pen is crammed with erudition of a sort, but this particular piece of work shows some of the worst traits of German scholarship—heaviness of expression and the unbridled use of untenable generalizations. And it so happens that some of Boeckh's distinctions between the ancient and the modern genius, taken as they often are without proper reservation, have done a good deal of mischief in confusing our notions of antiquity. It is to be feared that Mr. Cooper himself has been a little unduly impressed by such specious contrasts as "supremacy of nature" in antiquity and "supremacy of spirit" in modern times. It would be hard to say just what is meant by applying the former phrase to a literature of which Æschylus and Plato, not to mention the New Testament, are notable examples. However, such criticism scarcely touches the value of Mr. Cooper's book as a whole. It was well to include Boeckh's essay, and the collection contains many others which are thoroughly sound as well as learned. It is scarcely worth while to give the list of them, or to attempt to criticise them in detail. If read, they may bring some inspiration into the teaching of the classics, which often needs it, and some equally needed background into the teaching of modern literature.

THE University of California issues the fourth volume of its publications in Classical Philology, Prof. W. A. Merrill's text of Lucretius, "De Rerum Natura." Volume 3, containing Professor Merrill's criticisms and emendations of the text of Lucretius, is still in progress.

THE Oxford University Press has just issued a second edition of the volume of the Oxford Classical Texts containing Cicero's Orations "Pro Milone," "Pro Marcello," "Pro Ligario," "Pro Rege Deiotaro," and the "Philippics." Mr. A. C. Clark, the learned editor, says in his preface that the edition of 1900 has become almost obsolete through the new collations that have been made available; he also believes that he has some new data for the emendation of texts. This is to be brought out in his forthcoming book, "The Descent of Manuscripts," the general object of which is to show how internal evidence furnished by MSS. can be utilized for criticism and emendation. Ciceronian scholars will look eagerly for the new book; meanwhile Mr. Clark gives particulars in the preface to the Oxford Text of the new material on which his new critical edition is based.

"FIRST Latin," by Prof. Charles Upson Clark and Josiah Bethea Game, published by Atkinson, Mentzer & Co., offers "A Lesson a Day for a Year." In some introductory remarks intended for the pupils the authors say, "It is important for you to remember that this is your first foreign-language study, and you must now learn a great many things besides Latin." Perhaps this use of Latin as the *first* foreign language is the first of all the numerous reasons for the attack on Latin teaching in this country. If the child at a very early stage received his first impression of a foreign language through French—a much simpler language to learn and much closer to his every-day life—at twelve or fourteen he could begin the study of Latin with the initial difficulties of comprehension very largely removed. Is there any country besides America which begins its foreign language study with an ancient language? "First Latin" no doubt has merit, but it does not seem to leave much for the initiative of the teacher.

"SECUNDUS Annus" (Oxford University Press; 85 cents), by C. L. Mainwaring and W. L. Paine, has a melancholy interest from the death of Mr. Paine in the Gallipoli expedition in June, 1915. Mr. Mainwaring now brings out the book in accordance with the original scheme. It is intended to follow the "Primus Annus" of the same authors. The introduction gives a needed warning to the teacher against being a slave to the textbook. The subjects are taken from the early books of Livy, but the language is very greatly simplified.

THE American Book Company has just brought out in its Greek Series a new "Greek Grammar for Schools and

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Colleges" ($1.50), by Prof. Herbert Weir Smyth, of Harvard. The value of such a book can only be really apprized after long handling, but a cursory glance discovers many admirable features, such as the unusually clear arrangement of verb paradigms. Professor Smyth says in his preface that his grammar differs from its predecessors "especially in attaching greater importance to exact explanations of phonetic and morphological changes; but only in those cases where such explanations are based on the assured results of the scientific investigation of the language, and at the same time are readily intelligible to younger students."

IN the Vanderbilt Oriental Series there has appeared an "Historical Grammar of the Ancient Persian Language," by Dr. Edwin Lee Johnson (American Book Company). This is an admirable little book and a fitting sequel to Professor Tolman's "Ancient Persian Lexicon" in the same series. It begins with a compressed but excellent account of the history of the decipherment and of the locality of the texts, and then presents systematically the results attained, both the earlier and the more recent, and shows by comparative examples the development of ancient Persian and its relations, especially to Sanscrit and Avestan. The comparative element is, therefore, strong throughout and is almost the *raison d'être* of the book.

Modern Languages

ENGLISH

IT is refreshing to think that college students of to-day are having such interesting books put into their hands as "Facts, Thought, and Imagination," by Henry Seidel Canby, Frederick Erastus Pierce, and Willard Higley Durham, of the Sheffield Scientific School, Yale University (Macmillan; $1.30 net), and "The Elements of Rhetoric and Composition," by Ashley H. Thorndike, of Columbia University (Century; $1.25 net). The former is a book for more advanced students and consists of three essays, "Fact," "Thought," and "Imagination in the Service of Thought," with illustrations to accompany each essay. The essays are stimulating and full of wisdom—unacademic, unforced. Among the illustrations is one of a kind which the reviewer never remembers having seen before in a textbook on composition—a collection of all available accounts of the Battle of Jutland — the Admiralty reports, German, British, the revised reports, official documents, Admiral Jellicoe's official report, extracts from the report of Vice-Admiral Beatty, newspaper accounts, statements of eye-witnesses. One can hardly overestimate the value of this material as a type of the welter of varying reactions out of which fact and opinion shape themselves. It shoots rays of light through all history, and is a valuable laboratory experiment in the formation of opinion. Mr. Thorndike's book in its revised form, providing some new exercises and some work in oral English, is better than ever. One of his colleagues once said of the author, "He has all common-sense cornered," and a plentiful quantity is cornered in this book. It would be of great value to the intelligent teacher who is developing his individual method, full as it is of resources and expedients and ripe wisdom. It would be one of the last books he would abandon before he yielded to that apparently universal and irresistible impulse with the good teacher of composition to publish a book of his own.

THE "Manual and Notebook for English Composition," by James Finch Royster and Stith Thompson, of the University of Texas (Scott, Foresman), is divided into two parts, a useful manual of symbols used in correction, of subjects for themes, of information about bibliographies and lists of reading, and a notebook with conveniently outlined information on punctuation, spelling, sentence structure, grammar, and good use. The special feature of the book is the provision of ruled pages with headings for lists of misspelled words with their corrections, for faulty sentences, new and unusual words, and class notes. If one were not assured by the authors that the book is based on successful experience in their classes, one might feel skeptical as to the value of this part of it—or at least might doubt whether it could in other hands prove practical. The student is such a strange animal, so far from submitting his mind gracefully to neat schemes for his improvement, and preferring to root and grub in his own way for his scraps of learning, that it might be, we suspect, only the tamer ones, not the most able, who would find pleasure in making these orderly lists in their lined compartments. In particular the pages set aside for sentence-error and sentence-correction seem of doubtful value. Sentences should not be corrected out of their context, and the experience of finding that a change in one requires subtle adaptations in the preceding or following sentences is a justification for the scratched and untidy theme page. The book has many valuable features, among them the constant insistence on reading.

ONE wonders at the steady stream of textbooks on Composition and Rhetoric, particularly when one reflects that it is precisely in this field that the teacher counts for most and the book for least. But it is probably just because the teaching of composition is so personal an art, so dependent on the individual resources of the teacher and the progressive responses of the pupil, that there arises the demand from the army of average teachers for some relief from the burden, and this attempt on the part of the more successful to share their experience with others. The writers under consideration have for the most part little that is new to say about the theory or principles of writing. Their concern has been to suggest some new practical methods of application, and to furnish exercises and experiments that might give freshness and interest to the work. It is just here that the difficulty of sharing one's resourcefulness with others is apparent. In many cases the exercises must have been valuable in the hands of their inventors. Far from their source, like many wines, they lose their power to stimulate or inspire. And they might indeed seriously conflict with the growth in resource of an inexperienced teacher who was tempted to depend too much upon them.

THIS is true of Mr. John J. Mahoney's book, "Standards in English" (World Book Co.; 90 cents). It has the merit of a clear-cut plan, stated as follows: "It is the purpose of this course to suggest to teachers definitely, both in oral and in written English, just what and just how much they are to do grade by grade." Definiteness is the keynote of this very practical book directed to the teacher—its limitation is that it is perhaps too definite in its suggestions. The insufficiently trained teacher would lean rather heavily upon it, and the original one would discard early the rather mechanical drills suggested in the appendix.

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MR. C. H. WARD'S "Sentence and Theme" (Scott, Foresman) might better have been named "The Sentence," for that is the main interest of the writer, and that interest confines itself largely to matters of grammar, punctuation, and spelling. There are, to be sure, suggestions for twenty themes, but they are singularly unrelated to the rest of the book. One cannot help feeling that much of this drill should have been covered before the first year in the high school. That surely is a favorable time to capitalize the expanding interests of the pupil in a less rigid way. A special feature is the "Punctuation Leaves," perforated pages furnishing a great variety of unpunctuated sentences for drill. Here again more theme work might perhaps accomplish the same purpose less mechanically.

MORE interesting is "Effective English," by Philander P. Claxton and James McGinniss (Allyn & Bacon), with its breeziness and variety and its frank appeal to the student on the utilitarian basis. It is rather confusing in plan, but throws into the work a great deal of suggestive and stimulating material, such as would be likely to interest a high-school student.

IT is possible to praise quite unconditionally "Composition and Rhetoric," by Henry W. Holmes, professor of education, Harvard University, and Oscar C. Gallagher, headmaster of the West Roxbury High School (Appleton). In the first place, it is interesting—there is no dryness here, nor is there, as in the preceding book, an almost journalistic treatment. Its most striking features are its fresh, unhackneyed attitude towards the whole field, its skill in breaking down the inhibitions to expression in the high-school student and securing his participation, and the careful balance that it maintains between a popular and a literary conception. The illustrations are current and varied. Some portions of Part II one might wish to see put into an appendix.

THE understanding of the pupil from the inside is a rare thing. Mr. Alfred M. Hitchcock in his "Composition and Rhetoric" (Holt) goes far on the road, without quite attaining to the completeness of understanding shown by the authors we have just been discussing. He understands the pupil *as* pupil, his attitude is a little more professional; there is more of conscious adaptation. But the method is sound, the arrangement clear and helpful, and the chapters on argumentation and letter writing are of special excellence.

"PRACTICAL English for High Schools," by William D. Lewis and James Fleming Hosic (American Book Co.), strikes us as deserving its title, for while it challenges the student at once to do some thinking for himself, it also starts him on something he can do, something he will want to do. Throughout it is a book which the pupil can read for himself, not a sea of terminology never quite understood, from which the teacher now and then fetches a pearl to cast before him. It is practical, again, in that it concerns itself in great part, though the higher levels of literature are not unvisited, with the sort of writing that most people habitually practice, that is, letters and reports. For public school use there are doubtless books as good, but it would be hard to find a better.

PROF. WILLIAM HERBERT CARRUTH'S "Verse Writing" (Macmillan; 80 cents) is made up of suggestive college lectures on a subject in which there is every reason for providing some sound instruction, since it is a matter of deep, if not very wide, undergraduate concern. Here is help for any one, no matter what his experience, who wishes to become a poet; such need no longer put off the matter for not knowing how to set about it. The specimen exercises, accompanied with very specific comment and suggestion for amendment, should prove as helpful to others as, doubtless, to the original authors.

THERE is a real need for such a book as "The Composition of Technical Papers," by Homer Andrew Watt (McGraw-Hill Book Co.). It serves a special purpose. "It has one aim and only one—to teach engineering students to write better technical papers." One is glad to learn that it is intended for students who have had some more general course in English Composition. For such students, already deep in their engineering studies, this book will prove of very great value indeed.

BETTER than many of its kind is "News Writing," by M. Lyle Spencer (Heath), its superiority consisting in part in its English. Unlike some of its predecessors, it is written by a man who knows how to write and is able to combine force with dignity. It is studded with examples of the things discussed and ends with seventy pages of unusually good exercises.

PROF. E. H. STURTEVANT'S "Linguistic Change" (University of Chicago Press; $1 net) is designed to serve as a textbook for an introductory course in the scientific study of the development of language. Beginning with the conception of language as sound, the author traces the forces which bring about change in form and meaning, in vocabulary and syntax. It is a work of sound and wide scholarship. The only criticism we would make is that the book hurries a little breathlessly from point to point; a longer and slower-paced book would have been more to our taste, but possibly would not so well have served the object, which is to provide an introduction to the subject and not a repository for all possible information upon it.

WALTER RIPMAN'S "Sounds of Spoken English" and "Specimens of English" come now conveniently and considerably enlarged in one volume (Dutton; 90 cents). It is a standard work, thoroughly sound, open-minded, and at the same time written with a clearness and a simplicity that invite even those to whom the subject of phonetics is unknown or ordinarily repellent. The man does not live who could refuse an argument on a question of pronunciation, but most such discussions are wrapped in clouds of nonsense because few such disputants have taken the little trouble to master a convenient manual like this. Certainly no one should undertake to teach a foreigner English without having done so. A feature of the specimens, both in phonetic script and ordinary spelling, is the full and enlightening notes. A vocabulary, giving the pronunciation of some five thousand words, with references to the body of the work where the word is discussed, concludes the volume. A British work, it records, of course, some pronunciations that are not current in the United States, but due

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notice is taken of the characteristics of Northern and American English.

ONE result of the war is, apparently, to make Britons —some, at least—feel the need of pronouncing foreign languages in a manner comprehensible to the natives. To this end William R. Patterson has written his "Language Student's Manual" (Dutton; $1.25 net). It is meant to be a very practical book for very plain people; the reader's knowledge of grammar or phonetics is assumed to be *nil*. There is a notable lack of structure; every sentence is a paragraph. A person who has never studied a foreign language might begin on this book. Amid much exhortation to persevere in an essentially patriotic endeavor, he will find some useful hints on the pronunciation of most modern languages, not excepting the Scandinavian. But it is to be hoped that no one would long continue satisfied with such crude guidance.

THE practical nature of "The Essentials of Extempore Speaking," by Joseph A. Mosher (Macmillan; $1), may be judged from its beginning, not with "gathering material," but with Overcoming the Dread of Speaking in Public. While no words, printed or spoken, can banish the timidity of the neophyte, Professor Mosher's chapter should help him to get into the proper mental attitude and thus to win the first battle against shyness before an audience. The discussion of the matter and style of a speech embodies the essentials in a direct, informal presentation that itself suggests the tone of good extempore speaking. The size of the book has necessitated an extremely concise treatment of some things that for many persons require elaboration, but it is often the hints one gleans from such a volume rather than anything that can be called a "course" that give it its chief value. A larger book, entitled "Effective Public Speaking" (Macmillan; $1.50), contains both "The Essentials of Extempore Speaking" and "The Essentials of Effective Gesture." More than two-thirds of the latter is made up of selections. A revised edition of William Trufant Foster's "Argumentation and Debating" (Houghton Mifflin; $1.40 net), first issued ten years ago, testifies to its usefulness. The book is characterized by the large amount of its practical material in proportion to its theoretical. This is one of the textbooks on its subject that deem it worth while to go pretty thoroughly into analysis, evidence, and brief drawing. Another revision, that of Laycock and Scales's "Argumentation and Debate," by James Milton O'Neill (Macmillan; $1.50), is a rewriting of the original for the purpose of increasing its thoroughness. To reach this end, it sets forth "the methods and precepts which argumentation has borrowed from logic, law, rhetoric, and oratory." These are stated clearly and with fulness, but the book needs more material for exercises. With these two books may be placed the latest issue of the "University Debaters' Annual" (Wilson; $1.80 net), which contains the affirmative and negative speeches in intercollegiate debates during the college year 1916–17 at Iowa, Ohio State, Coe, Oberlin, Western Reserve, Columbia, and Chicago. The subjects were Government ownership of railroads, universal military service, compulsory arbitration of industrial disputes, restriction of Chinese and Japanese immigration, and the progressive inheritance tax. Briefs and bibliographies are included with the other material.

THERE is a fine air of bookish good-fellowship about the Yale Shakespeare (Yale University Press; 50 cents net a volume), edited by the members of the department of English and embellished with facsimiles from the rich treasure house of the Elizabethan Club. There was, perhaps, no pressing necessity that the thing should be done, but it was pleasant to do it. And three pleasant little volumes lie before us: "The Winter's Tale," by Frederick E. Pierce; "Much Ado About Nothing," by Tucker Brooke; and "Othello," by Lawrence Mason. The books travel light. The introduction is in appendices and the vocabulary at the bottom of the page. The volumes of "The Arden Shakespeare" (Heath), which, under the editorship of Prof. C. H. Herford, contain some score of the best plays, are undergoing revision at the hands of a succession of American editors. D. Nichol Smith's edition of "King Lear" has thus passed the censorship of Prof. Ernest Bernbaum. It might be difficult to point to a series which contains so much matter in small compass, better ordered for advanced classroom use.

THE Modern Students' Library opens, under the editorship of Prof. Will D. Howe, a series of attractive volumes (Scribner's; 75 cents net each). They are small enough to slip easily into the pocket, a most companionable quality in a book, yet they contain each some four hundred pages of substantial reading. William Dean Howells writes the introduction to Jane Austen's "Pride and Prejudice." Who so well as he could appreciate the virtues of "*P. and P.*," as, following the playful humor of the author, he affectionately calls it, or gently hint a fault in the "rhetorical languaging of the dialogue"? Prof. Laura J. Wylie introduces "Adam Bede," and Prof. Edwin Mims, Carlyle's "Past and Present." Prof. Ernest Bernbaum's selections from the "English Poets of the Eighteenth Century" gain unity from the very illuminating survey of the century which forms his introduction. Into the abridgment of "Boswell's Life of Johnson," Prof. Charles G. Osgood has got a surprising deal of the great book; all that even a Johnsonian needs on a holiday, and just the right stuff to make a Johnsonian out of one to whom the bristling volumes of Birkbeck Hill are either repellent or unknown. In these days, when many have to do their reading on the run, such volumes are welcome.

"AMERICAN Patriotic Prose," by Augustus White Long (Heath), describes itself as "an attempt . . . to gather . . . a body of selections which shall interpret the Spirit of America from the time Captain John Smith put his adventurous foot upon western soil down to the present vivid moment when soldiers of America are pouring into France." Despite this unpromisingly intense introduction, the book is a good piece of work. The selections, which are in the main chronologically arranged, are taken from a wide range of writers, and while many of them are brief, the "Farewell Address" and some other utterances are given in full. The book is intended primarily for boys and girls, but many of their elders might peruse it to advantage.

"AMERICAN Literary Readings," by Prof. Leonidas Warren Payne, jr. (Rand, McNally), offers both prose and verse from Irving to William Vaughan Moody; no mere *disjecta membra*, but selections that contrive to give the appearance of being, and in most cases really are, complete in themselves. The Southern writers are well represented;

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besides Poe and Lanier, appear Timrod and Hayne and O. Henry. There is a very full apparatus, biographies, portraits, maps, notes, and "thought questions" on each selection. Modern educational method is apparently reverting to the mediæval custom of trying to get everything into one book, as if, perchance, another might never be met with. The essay on metrics, which closes the volume, seems to us to retain far more of the terminology of classical metre than has any possible bearing on English poetry. In the bright lexicon of youth, especially, is there any room for "trochaic octameter catalectic"?

"THREE Centuries of American Poetry and Prose," selected and edited by A. G. Newcomer, A. E. Andrews, and H. J. Hall (Scott, Foresman & Co.), is a companion volume to "Twelve Centuries of English Poetry and Prose." The editors have aimed to represent the greater part of what will remain permanent in American poetry of this period. In the case of prose, whole selections have been used where this was practicable; in other cases enough has been given to show the author's purpose. The editors have correlated the work of colonial and later writers with the study of American history. One of the great values of this book to schools is the representative selections taken from our earliest writers whose works would not be found in the smaller libraries. A short biography of each author is given, also a chronological table. The book is admirably put together and is without doubt the best collection of its kind in the field of American literature.

PROF. RAYMOND MACDONALD ALDEN'S "Readings in English Prose of the Nineteenth Century," Part I (Houghton Mifflin), follows a similar volume for the eighteenth century. Only the principal writers are represented: Coleridge, Lamb, Hazlitt, Landor, De Quincey, and Macaulay; but these appear in commendable fulness. The compiler is to be congratulated on his happy thought of including some of the famous reviews of the period: Jeffrey's of "The Excursion," Croker's of "Endymion," and the like. These are among the many things which the college student always hears about, but seldom sees. For such a book the brief biographical notices at the close form a sufficient apparatus.

"LORNA DOONE" is perhaps teacher-proof, and the boys and girls condemned to "study" it may lose themselves as wholly in its delight in the schoolroom as up in the old apple tree. But why burden fancy with ball and chain of notes and introduction? In this particular case the effusive comments of the editor serve as an unnecessary foil to the simplicity of Blackmore. ("Lorna Doone," for use in schools. Edited by R. Adelaide Witham. Allyn & Bacon.)

OTHER books in the Ginn series prepared for the use and delight of high schools are: "She Stoops to Conquer" (36 cents), edited by Dudley Miles and provided with a descriptive list of helpful books, in addition to a good introduction; "Pride and Prejudice" (64 cents), edited by Frank Sicha, jr., with an excellent appreciation of Jane Austen; and Cooper's "The Spy" (64 cents), gracefully abridged by Beatrice A. Griffin. Ginn's new edition of "Pilgrim's Progress" (40 cents) is fittingly illustrated by portraits, done in quaint outline, by Charles Bennett.

ONE wonders what Stevenson would say at having "Treasure Island" turned into a textbook, dissected, and the morsels distributed as material for high-school themes! This is the process to which the incomparable tale has been subjected by Frank Wilson Cheney Hersey, in preparing it for Ginn's Standard English Classics (56 cents). It is but fair to add, however, that he has done it extremely well, providing a great amount of interesting matter in the introduction (such as a comparison between Stevenson's pirate yarn and the ordinary dime novel); a ten-page glossary of sea terms; and many helpful suggestions to pupils in pursuit of style. Mr. Hersey wisely expects the student to read "Treasure Island" to his heart's content before concerning himself with the introduction. It is a pity to pin down one's rioting imagination to such bald illustrations as photographs from the theatrical production of "Treasure Island."

FRENCH

TO Heath's "Modern Language Series" has been added Mansion's "Extraits des Prosateurs Français du XIXe Siècle" (65 cents). The 240 pages of text contain brief extracts from no less than forty-two authors, ranging from Madame de Staël to Taine, and are followed by skilfully compiled critical and historical notes.

MANY teachers will be glad to have a good edition of Daudet's "Tartarin sur les Alpes," such as has been prepared by Prof. W. Peirce (Holt; 60 cents). Classes may well enjoy Tartarin's Alpine scrambles as much as his lion-hunting in Africa. Notes and vocabulary are provided. Professor Buffum has added another volume to his list of excellently edited French texts, choosing this time five Balzac stories: "Le Colonel Chabert," "Gobseck," "Le Maison du Chat Qui Pelote," "Pierre Grassou," and "La Bourse" (Holt; $1 net). The selection of stories is a good one, and notes and vocabulary are done with this editor's usual good judgment and care.

IN Dutton's "Modern Language Series" have been included a "Rapid French Course," by R. Williams and W. Ripman (90 cents net), a direct-method handbook, designed mainly for students in evening classes and private students, and "La France: French Life and Ways," by G. Guibillon ($1 net). In the former, connected passages of French dealing chiefly with life in Paris form the basis of grammatical drill. The second book consists of twenty-eight chapters, into which much miscellaneous information has been skilfully condensed, information that is presented in simple language excellently suited for use as material for conversation.

FOLLOWING in the main the lines of his "French Grammar," published a few years ago, Prof. E. W. Olmsted has brought out a "First Course in French" (Holt; $1.20). There are forty-eight lessons, similar in plan to those of the earlier book, but somewhat shortened. Following a custom becoming prevalent, the grammar is quite elaborately illustrated. Profs. W. F. Giese and B. Cerf have published "Simplest Spoken French" (Holt), a brief course in elementary French conversation. The ten lessons contain useful material and are followed by an appendix of verbs and idiomatic phrases and a vocabulary.

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TO equip our overseas forces with the rudiments of French, teachers and publishers have within the last year been multiplying grammars, conversation-books, readers, dictionaries, mostly in pocket size. Though of necessity hastily produced, the best of these manuals are far above the usual run of diminutive, catch-penny pseudo-grammars. Several are by well-known university teachers, who have done patriotic service in preparing reliable handbooks for present needs. Three particularly good manuals have been issued by the University of Chicago Press: "First Lessons in Spoken French for Men in Military Service" (E. H. Wilkins, A. Coleman, and Huse); "First Lessons in Spoken French for Doctors and Nurses" (E. H. Wilkins, A. Coleman, and E. Preston); "Le Soldat Américain en France" (A. Coleman and A. M. La Meslée). Each costs 50 cents net. The first two are identical in their distribution of the grammatical material into thirty-six lessons, but the vocabularies are differentiated to serve the purposes indicated by the titles. The third is a reader and conversation-book, the twenty-two chapters of which furnish a considerable amount of useful information, besides providing excellent material for practice in conversation. A vocabulary is added.

ANOTHER useful handbook is "French for Soldiers" (Whittem and Long), from the Harvard University Press (50 cents). The twenty lessons of this grammar and reader contain, as special features, passages for reading, such as "Organisation de la Section," with interlinear translations, and a number of German words and phrases adapted for conversation with prisoners of war. The authors had the advantage of the collaboration of some of the officers of the French Military Mission. "War French," by Col. C. de W. Willcox, of West Point (Macmillan; 75 cents), is an especially good little book. Following a condensed French grammar of some eighty pages is a most useful section: "The French Army," containing information concerning all branches of the service, with vocabularies and conversations thereto appertaining. The final section consists of passages for translation, chosen from official communiqués of the war, orders of the day, and other interesting matter, followed by vocabularies—French-English and English-French. From the Yale University Press has come a pocket-size list of "700 French Terms for American Field Artillerymen," by Prof. E. B. Reed, which should be of great use to that branch of the service. The misprint "fonet" for "fouet" should be corrected in a reprint.

PATTOU'S "French-English Manual" (Dodd, Mead; $1.50 net) contains word and phrase-material for the convenience of physicians, nurses, ambulance drivers, Red Cross, and Y. M. C. A. workers. The imaginary conversations, of which the work mainly consists, are in general carefully thought out and informative. A few illustrations are scattered through the book. Major C. F. Martin and Captain G. M. Russell, both of West Point, have brought out "At West Point" (Heath; $1.40), a drill-book in speaking and writing French, with material based on life at the United States Military Academy. The lessons, of which there are forty, begin with passages of conversation in French, on which are based four exercises: questions to be answered in French; English sentences for translation; grammar questions; a connected composition in dialogue form. The plan is carried through with ingenuity and spirit, and the book seems likely to fulfil its purpose with success. Major C. F. Martin has also published "Essentials of French Pronunciation" (Heath; 80 cents), a clear and simple presentation of the subject within moderate compass—less than 150 pages—and well adapted for use in college courses. Phonetic symbols are employed, but the book may be used with or without them.

SPANISH

IN choosing "The Little Gypsy" and "The Glass Licenciate" from Cervantes's "Novelas Ejemplares" (Holt), Prof. Hugo A. Rennert has selected those two of the "Exemplary Tales" best adapted to the classroom. Though neither has the merit of Cervantes's more realistic studies, such as "Rinconete and Cortadillo" and "The Dialogue of the Dogs," the extreme difficulty of these texts makes them impossible for all except the most advanced students. Preciosa, the Little Gypsy, who gave Longfellow the idea for his "Student of Salamanca," inspired numerous plays and no less than six popular operas, still continues to please; so much so that we overlook the threadbare nature of the plot in which she figures with its naïve blending of realism and romance. If at times she talks "like a professor of Salamanca," she is too human to maintain the rôle. And her present companion, the Glass Licenciate, is delightfully unacademic. It is a pity that, instead of reprinting Cuervo's critical text of "La Gitanilla," Mr. Rennert has followed the dubious version of Rodríguez Marín, whose deficiencies as a philologist are as obvious as his merits as a folk-lorist.

IN dealing with a classic, one has a right to expect a high standard of editing and annotation, a more copious treatment than is generally vouchsafed a modern writer. It is therefore regrettable that Mr. Rennert's annotations are not fuller. The vocabulary, too, is very deficient. The two stories bristle with difficulties. This is particularly true of the long poems included in "La Gitanilla." Nobody will quarrel with that editor who fails to solve every *crux* he encounters in his text. But Mr. Rennert has not assembled all the explanatory material available. He makes no apparent use of Foulché-Delbosc's "Le licencié Vidriera," Paris, 1892; Cuervo's "Cinco Novelas Ejemplares," or Dubois's classroom edition of the "Novelas." These texts would have explained many difficulties which Mr. Rennert leaves unnoticed. These matters are familiar enough to Professor Rennert. But in striving for brevity he has gone too far. Is it safe to assume that every teacher who uses this book will be sufficiently informed? The burden of interpretation placed alike on student and teacher is far too great. These stories have been widely imitated by authors outside and inside Spain. A brief study of them from the standpoint of comparative literature would have been welcome.

IN both appearance and subject matter, "España Pintoresca, the Life and Customs of Spain in Story and Legend," by Carolina Marcial Dorado (Ginn), is the most attractive elementary Spanish reader that has appeared. Simplicity has been attained without resort to puerility and the sacrifice of literary quality. Such authors as Santa Teresa, Lope de Vega, Selgas, Pío Baroja, Trueba, Marquina, and

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others of equal merit have been drawn from. Such selections have been chosen as are simple and illustrative of what is most distinctive in Spanish civilization. Conversation and composition exercises have been provided. The illustrations are most pleasing. The whole is an excellent piece of work.

TEXTBOOKS of South American travel are now common, but we still lack a sufficient number of edited works of Latin-American literature. "La Natividad en las Montañas," by Ignacio Manuel Altamirano, edited with introduction, notes, and vocabulary by Edith A. Hill and Mary Joy Lombard (Heath), is a simple tale of the Mexican mountains, written by a full-blooded Aztec, and presenting a side of Mexican life of which we hear little. A larger number of texts like this is desirable.

"VIAJANDO par Sud América" (Holt) is a reprint of a series of travel articles, originally written by Mr. Edward Albes for the Bulletin of the Pan-American Union. The editor, Mr. J. Warshaw, has added notes, vocabulary, and questions for oral practice. The articles themselves are attractive in style and subject matter. The language is sufficiently simple to meet the needs of beginners.

"A TRIP to Latin America," by Ventura Fuentes and Victor E. François (Holt), is written in such extremely simple Spanish that the student may start reading it before much progress has been made with grammar. Translation is taught by an inductive method. Simple conversations are based upon the text. Much instructive matter concerning South America is incidentally absorbed.

INTERESTING material for reading, embodying much practical information on the life, customs, geography, history, and literature of Spain and Spanish South America, is offered in M. A. De Vitis's "A Spanish Reader for Beginners" (Allyn & Bacon). Much of this fascinating knowledge is conveyed in the form of simple dialogue abounding in colloquial and idiomatic expressions, repeated so often as to impress themselves on the mind. In the second part well-known Spanish and South American poems are included, as well as many characteristic songs with the accompanying music. The excellent appendix, notes, and vocabulary and numerous maps and attractive illustrations help to make this an unusually useful book of its kind.

A COLLECTION of little skits and conversations in dramatic form is presented by Miss Ruth Henry under the title "Easy Spanish Plays" (Allyn & Bacon), with the purpose of inspiring young students with greater interest in Spanish life, emphasizing simple colloquialisms, and fixing idioms in the mind by having the students memorize them and act them out, after the method advocated by the ingenious Squeers. Of the eight so-called "plays," seven are dramatized anecdotes in one act, while the last is a two-act adaptation of Benedix's "Einer Muss Heiraten." The Spanish is so easy as to inspire self-confidence in the veriest beginner, the dramatic element not uninteresting, and the humor so childlike and bland as to be equally amusing to infant and adult minds—for different reasons. Notes, hints on conducting Spanish games and club work, and a list of parliamentary terms in Spanish are added. The vocabulary, incomplete and erratic, is the weak spot.

THERE is always room for new composition books, especially when they display the careful workmanship which characterizes "Spanish Composition," by Charles Dean Cool (Ginn; 80 cents net). The "Spanish into English" portion describes a tour of Spain, and is divided into twenty-eight lessons. On each of these chapters is based a composition exercise and a section of idiomatic drill. The Spanish seems remarkably idiomatic and correct. One only wonders whether there may not be too much that is difficultly idiomatic in the opening lessons.

GERMAN

"EIN Anfangsbuch," by Laura B. Crandon, of the Horace Mann School (World Book Co.), is designed primarily for junior high schools. It gives a systematic presentation of grammar in connection with simple reading matter, the bulk of the material being supplied in German. There are, of course, numerous *Fragen, Uebungen,* and the like. The attractive appearance of the book counts substantially in its favor. There is, on the other hand, little attractiveness as regards either typography or general appearance in the "New First German Book," by Walter Ripmann, S. Alge, and S. Hamburger (Dutton; 80 cents net). This psychological factor cannot be neglected with impunity in books for beginners. Roman type is used throughout, the paper is of mediocre quality, and the print is occasionally blurred. The material is presented without the use of English, according to the stricter application of the direct method. There is a special section of twenty pages in the phonetic alphabet. "Kleine deutsche Grammatik" (Minneapolis: Perrine Book Co.) is intended for reference and as a guide for the review of principles already acquired by the inductive method. It is claimed by its authors, Prof. Alfred E. Koenig and Prof. W. R. Meyers, of the University of Minnesota, to be the result of successful experimentation with the direct method. The student is introduced at once to the spoken language, grammar being treated as an aid, not as the object, in language study. There are some sensible, forcefully stated suggestions to teachers in the introduction. The little book has flexible linen covers, but seems to be unusually stoutly bound.

BELIEVING that one of the most effectual aids towards acquiring a foreign language is the memorizing and acting of plays, Emma Rendtorff has written "Drei Märchenspiele" (Heath; 35 cents), averaging about ten pages in length, for young children. Two of these are original with her; the third is adapted from Heinrich Seidel's short story "Der Tollpatsch." At the end of each play are a few practical suggestions for presentation, based on the author's experience. A vocabulary supplies all the help that is needed. "Märchen und Sagen," by Bernard C. Straube, with illustrations by Maud and Miska Petersham (Macmillan; 40 cents), endeavors to create in the classroom a German atmosphere by the elimination of English except in the vocabulary. Footnotes supply German paraphrases of idiomatic constructions and explain grammatical difficulties. At the end of each fairy-story is a set of German exercises which are intended to be used as a review of the reading and as a résumé of the points of grammar.

"AEHRENLESE" is a German reader with practical exercises, by H. C. Bierwirth and A. H. Herrick, of

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Harvard University (Heath; $1). It is intended for either high school or college use. The material is taken from such writers as Bechstein, Seidel, Simrock, and Baumbach; it is graded in difficulty, but no attempt has been made to rewrite the selections for the sake of normalizing the vocabulary. There are questions and exercises based on the text for classes following the now popular direct method. The vocabulary is unusual in offering grammatical comment, thereby enabling the editors to dispense with a separate body of notes. A new edition of such a standard text as Goethe's "Hermann und Dorothea" ought to present some new and valuable features if it is to justify its existence. That of Julianne A. Roller (Allyn & Bacon) seems to offer certain attractions. A life of Goethe in simple German, using the vocabulary of the text and enlivened by pictures, is given in the introduction. Several appendices, placed after the notes, give all the necessary critical material, conveniently divided. There is a set of German questions and also a vocabulary. The aim has been to meet the needs of high-school pupils, even of those in a two-year course. The editor has for that reason found it expedient to make a few minor omissions in the text of the poem.

ORIENTAL

EVIDENT fruit of the British Mesopotamian expedition is the little handbook "Spoken Arabic of Mesopotamia," by Mr. Van Ess, of the American Mission at Basra (Oxford University Press). It gives 120 pages to a very concise and businesslike grammar and exercise book, of the older-fashioned kind, quite different from the modern method of Canon Gairdner in his recently noticed "Egyptian Colloquial Arabic," and 136 pages to an English-Arabic vocabulary. The exercises are threefold: English to be translated into Mesopotamian colloquial; the colloquial translation of the same in transliteration; the same again in modern "literary" Arabic and in Arabic characters. The grammar is arranged on a similar tripartite method, and thus it is unnecessary for the learner who wishes only talk-Arabic to trouble himself either with the Arabic character or with "literary" grammar. In it all the colloquial part is good; but the "literary" Arabic is often very dubious, even if regarded as representing the simplest newspaper style of the present day. The vocabulary is very good; but Mr. Van Ess seems to regard the colloquial *jâb*, "bring," as derived from *jalaba;* it is, of course, from *já'a bi* and should have been rendered by that construction in the "literary" form of the exercises. As a companion reading book, Bruno Meissner's "Neuarabische Geschichten aus dem Iraq" (Leipzig, 1903) could be used with advantage.

The Arts

THE usefulness of Prof. W. H. Goodyear's "History of Art" (A. S. Barnes) is best shown by the fact that it is now reissued in what the title-page calls the twenty-second edition and the preface the twenty-third. We judge from this preface that, while the book has been revised as to details, it is essentially the same work as when first published, thirty years ago. The "new illustrations" mentioned on the title-page must be few in number, most of the many plates bearing only too clearly the evidences of their date. A general history of art in reasonable compass, illustrated as such a book could be illustrated to-day, is still a desideratum. What we have are either reissues of old works with the inaccurate and inadequate cuts in vogue in the middle of the last century or new works in which the illustrations are reproduced on so small a scale that they serve only as memoranda.

WHILE O. G. Sonneck is no longer chief of the Music Division of the Library of Congress, the results of his valuable labors are still coming from the press. The Government Printing Office has just sent out a brochure of 157 pages by him, which attempts the difficult task of classifying the different kinds of musical publications in that Library, the number of which was 375,000 in 1904, and now exceeds 800,000. The present volume covers the field only in part, but it is useful for reference and offers many valuable hints to librarians.

"HOME Help in Music Study" (Stokes; $1.25 net), by one of the best-known educational writers on music, Harriette Brower, shows mothers how to conduct musical instruction along modern lines. This author believes that all children should be given an opportunity to learn music, just as every child is taught to read and spell. Five words sum up the main object of the book: "Early preparedness for music study." In a series of chapters, in narrative form, the reader learns how to arouse the musical interest of children in a hundred ways. Games are described, and what seems merely an agreeable pastime is found to have been a progressive training in music.

THE child who receives "school credit" for piano practice at home may find this a new incentive to master scales. Before credit can be allowed, a certain amount of standardization in teaching is necessary. Five well-known musical directors have prepared a course of study (distinctly not a "method") by which it is possible for outside teachers to apply certain tests to their pupils and to keep them up to the required standard. Especial emphasis is laid on the training of the ear and the development of musical understanding and appreciation. ("The School Credit Piano Course." Edited by William Arms Fisher. Oliver Ditson.)

History

F. J. C. HEARNSHAW'S "Main Currents of European History, 1815–1915" (Macmillan; $2.50) contains the substance of some helpful lectures which were delivered to large audiences of teachers in England in the fall of 1916. They show how the war is bringing a revision of opinion about many things which were formerly accepted without question. In a sensible introductory chapter on the methods of teaching history the author rightly urges the increased importance of modern European history as compared with ancient history or even English history as a study for colleges and for the upper years of the high school. He is equally correct in insisting that it is a subject suitable only for relatively mature intelligences. In the elementary schools it is well-nigh useless to try to teach such a complex subject. The idea that the child is familiar with the world he lives in, that the age of the cave-men is a strange, unintelligible one to him, and that history therefore ought to be taught backwards, starting from the present time and working back to prehistoric times, is not good educational psychology. But for the mature man or woman, for the voter in a democ-

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racy, recent history is invaluable for the lessons it teaches in regard to present-day problems upon which the voter may be expected to exercise an intelligent judgment on election day. In the rest of the book the author, instead of attempting to set forth facts, seeks to select and explain the more fundamental tendencies and influences which a teacher of modern history ought to emphasize.

THE most useful parts of Charles H. Jarvis's "The Teaching of History" (Oxford University Press; $1.80) are the chapters which set forth, in working detail, practical methods of presenting selected historical topics in the elementary grades. One notes, too, that the author, who writes for English teachers, emphasizes the need of teaching general history as a setting for the history of England, and includes in the proper scope of English history the history of the colonies. American teachers are likely to find Dr. Jarvis's conception of the content of the elementary history course a serious one, and his lists of books for the teacher's preparation decidedly weighty; but neither of these features of the work is to be reckoned other than a merit.

THE distinguishing features of Prof. Albert Bushnell Hart's "New American History" (American Book Co.) are its subordination of military details, its relatively large attention to industrial, commercial, and social development, its inclusion of constitutional questions as fundamental elements in the life of the nation, the prominence given to matters of religion, and the broadly national point of view. Teachers who have regretted the disproportionate space often given to the history of slavery, or to political episodes chiefly interesting to New England, the South, or the older West, will welcome the more modern treatment of these subjects which Professor Hart adopts. The narrative is brought down to the early months of 1917, although the few pages given to President Wilson's first Administration are hardly more than the barest sketch. The provision of pedagogical apparatus, in the form of topics and reading lists, is of the kind already familiar in other books by the same author, but an appendix of information about the States has some novel features, and the numerous maps and illustrations include many that are unhackneyed.

THE Macmillan Company has brought out a revised edition of Henry W. Elson's "History of the United States" ($1.80), first published in 1904, with the addition of two chapters, one of which brings the narrative down to 1917, while the other offers a summary view of the most recent industrial progress of the nation. The process of revision has not, unfortunately, been extended to the chronological table at the beginning of the volume, which still ends with 1904, nor to the index, which apparently lists none of the topics treated in the two new chapters.

"THE Discovery of America, 1492–1584," edited by Philip F. Alexander, of Hertford College, Oxford (Cambridge University Press), is, apparently, the first issue of a projected series of "Cambridge Travel Books," intended to be used as elementary source-books in history or geography. The present volume comprises contemporary accounts, printed in full or with slight abridgment, of the first three voyages of Columbus, Cartier's second voyage, and the voyages of Gilbert and Amadas and Barlow. A number of contemporary illustrations are also reproduced, and the editor supplies a brief introduction and an appendix of notes.

"MAKERS of Our History," by John T. Faris (Ginn; 80 cents), is a collection of twenty-eight biographical sketches of notable Americans, beginning with Franklin and Washington and ending with Edison and Dr. Graham Bell. The book is intended for children of the hero-worshipping age, and the author succeeds commendably in making his characters interesting without distorting facts or repeating the time-honored fictitious anecdotes. Teachers who cannot use such a book either as a textbook or for supplementary reading may nevertheless find it helpful in their preparation for story-telling.

THE author who to-day ventures another popular life of Lincoln and the publisher who launches therewith a new "series" are alike to be reckoned courageous. Wilbur F. Gordy's "Abraham Lincoln" (Scribner; 75 cents net), the first volume in a series entitled "Heroes and Leaders in American History," is a successful piece of writing for young people. The selection of long-familiar stories has been sensibly made, the general historical background has not been lost sight of, and the frank enforcement of moral lessons to be drawn from Lincoln's career is natural and effective. One wonders if war conditions are responsible for the choice of a paper unconscionably heavy for a book of this sort.

Social Science

A NOVEL treatise upon a much discussed subject is Francis Newton Thorpe's "The Essentials of Constitutional Law" (Putnam; $1.75 net). It is not written for the legal profession, but for the college student and the layman. Mr. Thorpe limits constitutional law to "law as interpreted by the Supreme Court." Whether a statute or an administrative rule is law, "it is the exalted and unique office of the Supreme Court to determine." At times the author seems to stress unduly the authority of this court; as when he declares (p. 144) that "a State tribunal's decision must conform with that of the Supreme Court of the United States." Such a statement should be limited to topics of Federal as distinguished from State jurisdiction. State courts have never hesitated to reject the judicial precedents of the highest Federal tribunal on questions of commercial law. On the other hand, Federal courts hold themselves bound, as a rule, to accept the construction put upon State statutes by the highest State court, when they involve no Federal question.

AS the book was not prepared for the practicing lawyer, the absence of recent decisions should not be criticised. Still, the layman is justified in expecting to find references to cases of current interest and importance, like that of Kane vs. New Jersey, 242 U. S., 160, affirming 81 N. J. L., 594. It might well have been noted as modifying the statement in the text (p. 70) that "the power to regulate commerce among the several States extends to commercial highways and to agencies employed in such commerce," for it upholds the power of the States to license and regulate automobiles engaged in interstate traffic.

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"COMMUNITY Civics," by R. O. Hughes (Allyn & Bacon), covers much more than what is usually meant by "government." That information is given in Part III of the book and is preceded by a study of the community as a social and economic as well as political unit, and followed by an analysis of financial, industrial, and social problems. Every important topic of current interest is brought into the scheme of the volume, from markets and fires to banks and juvenile courts. Necessarily there is often a touch-and-go treatment that might easily make for superficiality, of which we have plenty already. On the other hand, a good teacher can use the book as a source of information and a starting point of discussion. Not so recent, but especially worthy of mention, is a volume in the National Municipal League series, "Municipal Functions," by Herman G. James (Appleton; $2 net). Its opening chapter, The Growth of Municipal Functions, is a most interesting survey of development from the good roads outside of Athens and the poor paving within it to the much more complex but not always better coördinated undertakings of the modern city. Prof. James takes up in turn public safety, public health, education, morals, and so on, ending with municipal finances. His pages bristle with facts, but he is not lost among them. He is as much concerned with policies as with particulars; his aim is to instruct rather than merely to inform. His book deserves wide reading and study, not alone by the ordinary citizen, but by city officials as well.

Natural Science

MATHEMATICS

PROF. C. E. LOVE'S "Differential and Integral Calculus" (Macmillan), a first course in the subject, is commendable for its tidiness, its use of worked examples to show the transition from theory to practice, its insistence upon the importance of checking results, especially in integration, its early introduction of curve tracing, and its inclusion of the simpler differential equations. In his "Recreations in Mathematics" (Van Nostrand; $1.25 net), Mr. H. E. Licks has assembled a large variety of interesting considerations drawn from the whole range of college mathematics, including the calculus, astronomy, and mechanics.

MR. E. R. BRESLICH'S "Third-Year Mathematics" (The Chicago University Press; $1 net) is the concluding volume of the author's three-volume series of textbooks of secondary school mathematics. It aims to present algebra, geometry, and trigonometry as correlated aspects of a single subject. Other notable features of the book are interesting accounts, accompanied by pictures, of great mathematicians, judicious employment of the graphical method, and application of abstract theorems to a large variety of practical affairs. A companion volume is the author's "Logarithmic and Trigonometric Tables" (75 cents net), which is adapted, however, for use in high schools in general.

MANY persons who are interested in the theory and practice of statistical methods, but who are without mathematical training, will welcome Prof. Horace Secrist's "Introduction to Statistical Methods" (Macmillan; $2 net) because the treatment is non-mathematical. The author insists upon the importance of what he calls a "rigid interpretation" of formulæ. He doubtless means a *rigorous* interpretation. Messrs. Bailey and Cummings's "Statistics" (McClurg; 60 cents) is designed for such as desire acquaintance with, rather than knowledge of, the subject and will probably do no harm to readers who understand its aim.

AMONG the best of many recent efforts to make the beginnings of algebra easy and attractive is Messrs. Myers and Atwood's "Elementary Algebra" (Scott, Foresman). A useful, though thin, book is Mr. C. H. Sampson's "Algebra Review" (World Book Company).

"MODERN Business Arithmetic" (Holt), by Messrs. Finney and Brown, and "Rural Arithmetic" (American Book Company), by Dr. A. O. Thomas, are both of them scholarly and up-to-date books animated by a like spirit. All merely traditional topics are excluded and existing forms of business, however new, are represented.

CHEMISTRY

"VAN NOSTRAND'S Chemical Annual," fourth issue, edited by John C. Olsen (Van Nostrand; $3 net), has never lived up to its title. It first appeared in 1906, then in 1909, and in 1913. It is to be hoped that the arithmetical progression will not be continued in the future, for the book, under any name, is a useful hand-reference book for the chemist. Its usefulness, however, depends largely on its being kept up to date. In this issue the editor states that a very thorough revision of all the tables has been made, and the molecular weights and factors recalculated from the atomic weight tables for 1917. The section on stoichiometry has also been revised, and a number of new tables on the properties of the elements, of oils, alloys, glass, etc., have been added, increasing the number of pages by about one hundred. The mechanical execution of the book is excellent. Well printed on good paper, it is admirably bound in flexible covers so that it opens smoothly and stays flat—a most desirable quality in any book, and especially in one of this kind.

TWO recent books on chemistry, written for the layman whose interest in the subject has of late years been greatly enhanced by increasing realization of the tremendous importance of this science in the most varied fields of human activity, deserve notice. "Chemical Discovery and Invention in the Twentieth Century," by Sir William Tilden (Dutton; $3.50 net), is a volume of about five hundred pages, whose aim is to give an account of the momentous conquests of matter by human knowledge in the past quarter of a century. The book is divided into four sections. In the first is a description of chemical laboratories and their equipment, including with others two of the most recent Harvard laboratories and the great new laboratory of the University of Illinois, special apparatus of recent invention, and chemical devices used in trade processes. The second section deals with modern discoveries and theories, the elements, their genesis and transmutations, radium, electrons, electrolysis, catalysis, colloids, and the architecture of the molecules. In the third section is discussed modern applications: liquefaction of air as a source of oxygen and nitrogen, the methods for "fixation" of nitrogen, the Welsbach mantle, dyes, drugs, cellulose products, and explosives. The last section is devoted to recent progress in organic chemis-

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try: sugar, proteins, enzymes and their action, etc. The volume is illustrated with eleven portraits of prominent chemists and numerous cuts. A book of this kind and of this quality is well worth while. Sir William is one of the distinguished chemists of Great Britain. His statements are authoritative, and he has a happy ease of dignified narration that makes even such a technical subject comfortable reading for those whose chemical studies have been hitherto neglected.

ANOTHER addition to the numerous texts for college students of chemistry appears in a volume of 650 pages entitled "Inorganic Chemistry," by Prof. Horace G. Byers, of the University of Washington (Scribner). The usual material is presented, and in about the usual order. Some cuts adorn the pages and a colored plate of spectra of a dozen elements is inserted—rather an unusual feature in the modern text, but one to be commended. The strong influence of Alexander Smith's method of presentation, which the author acknowledges in his Preface, pervades the book, and one wonders mildly why, having used Smith's text for years, it finally proved necessary for Dr. Byers to make this. We do not mean to imply that this book is not a good one. If the field were less crowded with good books, the publication of this would be an event to be reckoned with. It is very well written, the presentation from the pedagogical point of view is excellent, and the author may justly take much satisfaction in having his own text. Others also may find in it a book that exactly fits their purposes.

"EVERYMAN'S Chemistry," by Ellwood Hendrick (Harper; $2 net), is another attempt to impart chemical instruction to the non-chemist. That the instruction shall interest and, withal, be as painless as possible, the author adopts a vivacious manner and nearly succeeds in producing a chemical vaudeville. One chapter is entitled "The Red-Headed Halogens"; Fluorine is "the young devil" and Iodine "the old man with a past." Nitrogen is an "absurd element," and has "no chemical conscience." Sulphuric acid is "the old horse of chemistry," soda "the old mare," and lime "the mule," etc. As might be anticipated, this lively "style" does not always carry the reader to accurate knowledge, and in matters of explanation and theory the statements are too often unsatisfactory. It is, of course, possible that such a book may appeal to some who are genuinely interested in knowing about chemical matters, but many will probably be repelled, on the other hand, by the tone in which they are addressed.

PHYSICAL chemistry has rendered many important and fundamental services in the interpretation of obscure reactions in both inorganic and organic chemistry, but none that will be more certainly appreciated by chemists, and especially by teachers of biochemistry, than those which illuminate the apparently chaotic and unrelated reactions of proteins. These substances are so vital that a great body of material has accumulated—descriptive, but not interpretative or explanatory, of the chemical mechanisms involved. Within the last ten or fifteen years, however, much work has been done in the line of interpretation, and a volume that has just appeared on "The Physical Chemistry of the Proteins," by T. Brailsford Robertson (Longmans, Green; $5 net), brings together the results of these investigations. A previous edition of this work appeared in German six years ago; but since that time our knowledge of the physicochemical behavior of the proteins has very considerably expanded and increased in exactitude. The present English edition has been almost entirely rewritten and the literature brought down to the middle of 1917.

A KNOWLEDGE of the descriptive chemistry of the proteins is assumed, and the reactive behavior of these substances is interpreted in the light of the fundamental concepts of physical chemistry. Part I deals with the chemical constitution of the proteins, the preparation of the pure substances and their estimation, and a discussion of the varied compounds that they form. One of the most difficult and elusive characteristics of the proteins is their well-known power of forming salts with both acids and bases. This amphoteric behavior is now explained by the dissociation into positive and negative ions. The point of this dissociation is still a matter of some uncertainty, but it appears evident that the formation of the different salts is due to different ionic concentrations. In neutral solution, for instance, egg-white unites with the entire copper sulphate molecule to form an insoluble compound, whereas in alkaline solution copper atoms enter into combination with the production of a soluble substance. Part II is devoted to the electrochemistry of the proteins; Part III deals with coagulation, gelatinizing, diffusion, osmotic pressure, and the optical properties; while Part IV, which concludes the book, discusses the chemical dynamics of protein systems. The book is a most welcome addition to the literature of the subject and will prove a valuable aid to the biochemist. Every student of the subject will feel grateful at finding here an account and discussion of the experimental material for which he must otherwise search the journals, together with useful tables and a bibliography. Dr. Robertson is himself a research worker in this field and has contributed largely to the present importance of this phase of the study.

THE new interest in the artificial dyestuff industry that has been aroused by the conditions of the last four years is responsible for the appearance of a small book of a little over two hundred pages by two Englishmen, Albert R. J. Ramsey and H. Claude Weston, on "Artificial Dyestuffs, Their Nature and Manufacture" (Dutton; $1.60 net). It is well known that the first aniline dye was discovered by an Englishman, and the English manufacturer has been frequently blamed for allowing the industry to find its chief exploitation across the North Sea. But even progressive manufacturers were heavily handicapped by certain inequalities in the English patent laws that enabled the holding of blocking patents by German firms. This was changed in 1907, and now, of course, with Government aid in some instances, a great effort is being made to develop dyestuff-making as a home industry. The present book is designed as an introduction to the study of this branch of industrial chemistry. Following an introductory chapter on the production of coal tar and the source materials that are obtained by its distillation, are descriptions of the principal classes of artificial dyestuffs and of the methods of their manufacture. The treatment is simple and clear, and is planned to be intelligible to any one who has a slight knowledge of organic chemistry. A short bibliography of recent works on the subject is appended.

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FRANK B. WADE, the author of "A Textbook of Precious Stones" (Putnam), discusses in untechnical language and with the aid of homely illustrations the fundamental principles and methods for the identification of precious stones. Mr. Wade, who is a teacher of chemistry by profession and has made the study of gems his avocation, has here combined his scientific knowledge with the information he has acquired of the gem trade, in a book in which all who are interested in precious stones will find a wealth of valuable information in readable form.

ZOÖLOGY AND BOTANY.

A THREE hundred and fifty page "General Zoölogy," to find acceptance at the present day, must embody some very exceptional features. Prof. A. S. Pearse has incorporated in his small volume (Holt; $2 net) a vast number of facts, presented in concise form and excellent diction, and visualized them with new, peculiarly attractive illustrations. His chapter headings range from classification and a definition of life, through a review of all the groups of living beings on the earth, ending with animals of the past, evolution, and heredity. A number of minor slips should be corrected in another edition, and his classification of birds is atrocious. But he has succeeded on the whole in advancing the ideal while preserving the conciseness of textbooks, and has presented a brief but intelligible introduction to every phase of zoölogical science.

THE reputation made by the author during nearly a quarter of a century of instruction and research in paleontology at Yale University leads us to expect something unusual in a volume of such pretentious scope as "Organic Evolution," by Prof. R. S. Lull (Macmillan; $3 net). In less than seven hundred pages we have presented in concise and ably interpreted form a generous outline of the evolution of animal life, with paleontology as the dominant point of view. With this logical bias, Professor Lull has succeeded in investing his tremendous subject with novel interest and a thoroughness of grasp which will be most stimulating to a student and attractive to any intelligent lay reader. The history of evolution, distribution, and the various mechanisms—selection, variation, and heredity—are unusually well covered, but it is in the large section dealing with morphology and adaptations that we find really first-rate treatment, probably more clearly and forcibly set forth than has been the case in any previous work. This part is worthy of Huxley himself, and if taken in connection with such a work as that of Osborn's recent volume on the "Origin and Evolution of Life," will furnish sufficient food for thought for a life of research. As subheadings may be mentioned Coloration and Mimicry, Commensalism, Parasitism, Adaptive Radiation, Cursorial, Arboreal, Aquatic, and Volant Adaptations, Cave, Deep-Sea, and Desert Life. The final half of the book is devoted to the paleontological history of the various groups of animal life. One is struck by the author's very thorough reading and digestion of all important recent contributions, such as the Tetrapteryx theory of the origin of flight in birds. Many of the illustrations are from photographs, but Lull has made extensive use of outline drawings, which are as effective as they are simple, showing only the characters which are emphasized in the context. When one's mind is concentrated on the written treatment of some problem, or some abstract aspect of evolution, it is a distinct relief to the eye to have to visualize only the simplest forms of illustration, instead of having to disentangle the special character or organism in question from a maze of irrelevant background detail. An excellent index rounds out this admirable piece of work, which in every way acceptably fulfils the ambition of the author to produce a comprehensive textbook for the student and to show to a wider public that "the science of paleontology has a unique social or human value."

ALTHOUGH young people should find any of Fabre's books fascinating, a great deal is unquestionably gained by the publication of selections from the "Souvenirs Entomologiques" in the translation of Alexander Teixeira de Mattos "retold for young people" with the title "Insect Adventures" (Dodd, Mead; $2). Aside from simplification of the style, the book differs from most of the other volumes of translation in containing selections for a special type of reader; selections on various subjects—bees, wasps, spiders, flies—and not simply one subject; and abundant illustrations said to be "very French," but otherwise not remarkable, certainly not well adapted to realistically inclined flesh-and-blood boys and girls. When the text is so finely precise, it is a pity to have illustrations so desperately tentative. As for the selections from Fabre's many volumes, it would be hard to go astray; far from doing that, the editor has brought together much curious and lively lore concerning Parasites, The Truffle-Hunting Beetle, The Tarantula, The Geometry of the Spider's Web, etc. The last-named chapter, a brilliant one that deserved to be included, is confessedly intended only for young people not too young.

"A TEXTBOOK of Botany for Colleges," Part 2, by W. F. Ganong, professor of botany in Smith College (Macmillan; $1 net). The first part of this botany was noticed in the *Nation* shortly after its appearance, and it was then commended as a clear synopsis of the cardinal facts relative to the structures and the functions of plants. The concluding part is devoted to the classification of plants, and, taken with the first, provides the student and the general reader with the more important facts and the leading principles of modern botany. Professor Ganong's treatise, entitled "The Teaching Botanist," places within reach of the instructor an adequate guide for utilizing the whole series in the best manner.

Philosophy and Psychology

PROF. R. W. SELLARS'S "Essentials of Philosophy" (Macmillan; $1.60 net) is one of the several recent endeavors to schematize and standardize for the American undergraduate a subject that does not admit of such treatment. It is doubtful whether psychology can be advantageously presented in the same way as other sciences. It is certain that "philosophy" cannot. The attempt results in a rapid discursive survey of too many disparate and baffling questions, and excessive emphasis on the views and terminology of other American professors of philosophy—which would be all very well if they were professors of biology or chemistry. A far better general introduction to philosophy would be the study of the masterpiece of any one of the half-dozen chief English or French philosophers. What is the American undergraduate to make of such a note as this

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(p. 41): "A glance at causal theories of perception in ancient philosophy will also be suggestive. Let the student look up the teaching of Protagoras in Gomperz's 'Greek Thinkers' or Weber's 'History of Philosophy'"? What, for that matter, would the writer of the note himself probably make of it? The author, however, who presumably has used his book in the classroom and knows it better than the reviewer, has entire confidence in his method. And it may very well be that in the hands of a good teacher such an enumeration of topics, ventilation of problems, and list of references as this book presents would prove stimulating. But so would any other book that touched upon or glanced at a large number of the eternal riddles.

IT is a pleasure to note the appearance of the fourth edition of Prof. Mary Whiton Calkins's well-known work, "The Persistent Problems of Philosophy" (Macmillan; $2.50), even though it differs little from previous editions.

PSYCHOLOGY, in a sort, is applied whenever knowledge of human nature is put to use. But psychology applied is not exactly what is meant by applied psychology. That refers not only to the application of psychological knowledge, but more especially to the acquisition of such knowledge with the object of applying it. This too is nothing new. For instance, in the seventeenth century La Chambre, councillor of state and physician in ordinary to the king, made vast plans for the establishment of an *art de connoistre les hommes* for practical use and wrote half a dozen volumes on the subject, drawing freely on astrology, physiognomy, cheiromancy, and metoposcopy, as well as on the sciences more generally recognized, for the purpose. But applied psychology as at present cultivated is something different; it is conceived as being a distinct branch of modern experimental psychology, namely, that branch of it which has human behavior in specific situations as its field, and the efficiency of that behavior, or some other practical utility connected with it, for its object. It has its *Journal*, it is beginning to have its professorships. In the "Applied Psychology" of Hollingworth and Poffenberger (Appleton; $2.25 net) we have the first systematic account of its aims, types, methods, and outstanding results adapted for use as a textbook. The first part treats particularly of the conditions of efficiency as affected by heredity, learning, sex, age, environment, work, rest, fatigue, sleep, drugs, and stimulants; the second part, of the attitude, content, and technique of psychology in relation to management, industry, business, law, social work, medicine, and education. The book is conceived and written in a thoroughly scientific spirit, and accordingly lays less stress on individual cases and striking accomplishments than on methods of investigation, in regard to which the authors are at constant pains to point out sources of error. This is as it should be, for just now applied psychology seems to be in some danger of becoming a fad. But why "applied psychologist"? The term might be defended, perhaps, on the reverse analogy of the consulting, really consulted, physician; but it is a hideous neologism all the same.

THE second edition of "The Animal Mind," by Margaret Floy Washburn (Macmillan; $1.90), marks the increasing interest and rapid advance of investigation in the field of animal behavior during the nine years intervening since the appearance of the original. The bibliography now extends to 841 titles, all referred to by number in the text. More than half the book has been rewritten. It is impossible to praise too highly the skill with which the vast mass of material has been surveyed and utilized for the purposes of a textbook. The exposition is a marvel of clearness and condensation, and the interpretation shows everywhere a cautious and balanced judgment. The author is free from any tendency to exaggerate; on the other hand, she declines to stop with objective behavior and is interested in what animals do only as that throws light on what they feel. The work is a standard textbook of comparative psychology, and in its present form quite the best.

WHAT a parent or teacher looks for in a book with the name "Religious Training in the School and Home" (Macmillan; $1.50), and with the characterization "A Manual for Teachers and Parents," is an account of definite methods. The book by E. Hershey Sneath, George Hodges, and Henry Hallam Tweedy, under this title, cannot be said to supply this demand. It fills its pages with general discussion that the reader is only too willing to take for granted. Its contribution to the practical needs of those for whom it is designed is to be found chiefly in the lists of stories and selections at the end of the chapters. In "Religious Education and American Democracy" (Pilgrim Press; $1.50), Walter S. Athearn has produced, not an essay, but a glorified syllabus. Every chapter is preceded by an outline and closes with a summary, and every section of a chapter is followed by a group of references. The book is a convenient epitome of what is being done in religious education in this country by church and public schools, colleges, and organizations, this information being supplemented by comment and suggestions. The addresses and papers presented at the semi-centennial celebration of the Pacific School of Religion, Berkeley, Cal., have been collected in a volume called "Religious Progress on the Pacific Slope" (Pilgrim Press; $2 net). The contents include such varied topics as The Place of the Minister in a Democracy, by Bishop F. J. McConnell; Origin and Growth of the Protestant Church, by the Rev. W. W. Ferrier; Social Betterment, by the Rev. A. W. Palmer; and The Movement toward Church Union, by Bishop W. M. Bell. The New Country Church Building, by Edmund de S. Brunner (Missionary Education Movement), after a sketch of American rural church architecture, takes up the practical problems in the building of a rural church, even to the raising of funds.

AT last it seems to have dawned on some minds that the principles of secular education may be utilized in the work of the Sunday-school. Mr. Thomas Walton Galloway's book, "The Use of Motives in Teaching Morals and Religion" (The Pilgrim Press; $1.25 net), is an application of these principles to the development of the whole personality. It is a protest against bending children's minds and allowing the teacher's ideas to dominate their spiritual and religious development, too often the method of the Sunday-school. The training for making wise choices at the decisive periods of life is fittingly the feature of this book. To this end Bible study can be made to tell on the life of to-day, as do secular history and biography, a clearer connection thus resulting between the more formal moral teaching and practical behavior in the home, the school, on the street. Mr. Galloway's book is of exceptional service in this field.

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Supplementary Reading

WITH delight one turns from the usual school history to Hendrik Willem Van Loon's "Short History of Discovery" (David McKay; $1.50 net). The child who opens this book finds that "history isn't something you have to learn, it is something you like to read about." The chief obstacle to undivided enjoyment of Dr. Van Loon's book is that all the family want it at once. The youngest solemnly spells out the outline headings at the top of each page and gets a clear idea of what history is all about. The eight-year-old devours the text—striking in its simplicity and vividness—and finds to his relief that the Romans and the Great Wall of China and Columbus all fit neatly together if you know the trick, and thus save much clutter in the mind. But the twelve-year-old comes into his own in his joy in the irrepressible pictures—done with a match (an art apparently cultivated by Dr. Van Loon during undergraduate lectures). At sight of "Balboa 'sitting silent upon a peak in Darien,'" the adults demand their turn of enjoyment. What happens in the family happens in the public library. The book has been on trial several months in the children's room of the New York Public Library. The little folks read it faithfully, acquiring a real taste for history, but disregarding the illustrations as too much like their own works of art. The older children, however, rank the drawings with the immortal "Brownies," and beg to have the "match picture book" on the handiest shelf. They too find history served in this form appetizing and nourishing and not a sugared pill. And during school hours, when the coast is clear, appreciative artists chuckle over this pictorial history.

"WORLD Famous Stories in Historic Settings" (Macmillan; 60 cents a volume) should be as welcome in the home as in school. Miss S. M. Best has prepared four interesting, though inadequately illustrated, volumes, "Egypt and her Neighbors," "Glorious Greece and Imperial Rome," "Western Europe," and "Merry England." Myth, legend, and history are blended in a readable way, calculated to provide a child with an excellent background for later study. As Franklin B. Dyer says in the foreword (which somehow loses emphasis by appearing regularly in every volume), speaking of the usual lack of historical perspective in the study of American history, "Children who read these stories will never afterwards have the impression that Columbus was the first man."

WITH "Paz and Pablo," by Addie F. Mitchell, the World Book Company begins a "Children of the World" series, for young readers. The first number sets a high standard, with a charming story of two little Filipinos. A map and attractive charcoal sketches make the book quite unlike the ordinary "reader." History and geography get a hopeful start when the little folk early become familiar with ways and pleasures of children in other lands.

THREE books on school gardens provide for all grades, from the youngest would-be farmer to the high-school teacher. "The Children's Food Garden" (World Book Co.; 48 cents), by Van Evrie Kilpatrick, is remarkably clear and compact. Intended for the real beginner, the cultural directions for vegetables and flowers are simple but comprehensive. An added touch of convenience is given by the frost maps, and the handy tables for planting, canning, and drying. The older pupil will find use for "Garden Steps" (Silver, Burdett; 60 cents), by Ernest Cobb. Here the leading vegetables are treated in a "Who's Who" manner with life history and portrait of each. The illustrations, by the way (after the manner of most garden books), merely cumber the pages. A child weeding beets after all looks much like a child weeding carrots, and a photograph of a patch of soil is seldom inspiring. Particularly do the pictures, and the heavy glazed paper they entail, burden "School and Home Gardening" (Lippincott; $1.28 net), by Kary Cadmus Davis. As concentrated nourishment, this might be classed as vegetarian pemmican, which must be served out by the teacher in minute portions. Whatever lack the town-bred instructor in gardening may feel in his equipment is here supplied—from the theory and history of school gardening to the latest arrivals in diseases and insects. Various practical exercises are provided for the study of soils and moisture, and suggestions are made for connective work in history, geography, and language, as well as arithmetic. Fifty pages are devoted to a garden calendar for both Northern and Southern States, and the care of trees, and grafting also finds place. For club leaders there are Arbor Day programmes and plans for beautifying school grounds, and directions for agricultural contests. Young gardeners who absorb all that this book has to offer will certainly be prize winners at the county fair.

BIRD stories are fashionable—often desirable—but the rare blend of sympathy, close observation, and charm furnished by William J. Long's books is seldom attained by his followers. "Tales from Birdland" (Doubleday, Page; 60 cents), by T. Gilbert Pearson, though written by an authority on birds, with its disagreeable people and forced adventures, leaves an unpleasant taste in the mouth.

MRS. EWING makes an especial appeal in war time, and "Jackanapes" may be a more popular hero to the American child to-day than he was a generation ago. Sarah Cone Bryant has edited a group of favorite tales, including the "Story of a Short Life," for school use. ("Jackanapes and Other Stories." Ginn; 56 cents.)

FOOTNOTES to "Alice in Wonderland": is there no escaping the pedant? Must even our dreams be annotated? The middle-aged reader who came into the world as Alice was coming through the looking-glass bitterly resents any liberties with what he naturally regards as his own property. But the children of to-day are more tolerant with their inheritance and inclined to give the intruder a hearing. A small boy of seven, who reads his Alice once a week and may therefore be ranked an authority, when asked to "review" this new edition, said seriously: "Mr. Long's notes add interest because they are funny; and though Oliver Herford's illustrations aren't nearly so good as Tenniel's, still they are *palatable*." ("Alice's Adventures in Wonderland," for school use. Edited by William J. Long. Ginn; 56 cents.)

A TIMELY book is Farmer and Huntington's "Food Problems" (Ginn; 27 cents). It contains less than a hundred pages, is intelligible to all, and ought to be in every patriotic American household.

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